

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET**

See Course and Program Development Policy and Procedures for Instructions

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/> <b>Contact Name:</b> Johannes (Jannie) Botes
<b>Phone:</b> X 5326
<b>DEPARTMENT / DIVISION:</b> LEHS
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state name of action item 1-20 and course name, code & number / program affected):
New Course; CNCM 504, <i>The Conflict Management Profession</i>
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2008

<b>Box 1: TYPE OF ACTION</b> ADD(NEW) <input checked="" type="checkbox"/> DEACTIVATE <input type="checkbox"/> MODIFY <input type="checkbox"/> OTHER <input type="checkbox"/>
<b>Box 2: LEVEL OF ACTION</b> Non-Credit <input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input checked="" type="checkbox"/> OTHER <input type="checkbox"/>

<b>Box 3: ACTION ITEM</b> (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
	1. Experimental Course <sup>1</sup>	NOP	a, c, e	AC
	2. Course Title	NO		ABCD
	3. Course Credits	NO		ABCD
	4. Course Number	NO		ABCD
	5. Course Level	NO		ABCD
	6. Pre & Co-Requisite	NO		ABCD
	7. Course Description	NOP		ABCDEF
X	8. New Course	NOP		ABCDEF
	9. Deactivate a Course	NO		ABCDEF
	10. Program Requirements	NO	b, c, d, e	ABCDEF
	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
	12. Closed Site Program	NOT	e	ABCDHIK
	13. Program Suspension <sup>9</sup>	NO,5	a, e	ABCDEGIK
	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDHIL
	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
	18. Program Termination	NO, 10	d, e	ABCDEFHIK
	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFHJL
	20. Other	Varies	Varies	Varies

<b>Box 4: DOCUMENTATION (check boxes of documents included)</b>			
X	N. This Cover Sheet		Q. Full 5-page MHEC Proposal
X	O. Summary Proposal		R. Financial Tables (MHEC)
X	P. Course Definition Document		S. Contract
			T. Other

- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)**

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input type="checkbox"/>
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state name of action item 1-20 and course name, code & number / program affected):

10. Provide:
- a. evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
  - b. proposed date after which no new students will be admitted into the program;
  - c. accommodation of currently enrolled students in the realization of their degree objectives;
  - d. treatment of all tenured and non-tenured faculty and other staff in the affected program;
  - e. reallocation of funds from the budget of the affected program; and
  - f. existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

<b>Box 5: IMPACT REVIEW</b>	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

<b>Box 6: APPROVAL SEQUENCE</b>	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>Thomas E. Carney</i>	<i>4 Nov. 2007</i>
B. Final faculty review body within each School	Chair: <i>Margaret J. Pottthout</i>	<i>11/15/07</i>
C. College Dean	Dean: <i>Raymond P. ...</i>	<i>11/27/07</i>
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Judith M. Sandell</i>	<i>11/27/07</i>
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Betsy ...</i>	<i>12/4/07</i>
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

**DOCUMENT O: SUMMARY PROPOSAL**

See Course and Program Development Policy and Procedures for Instructions

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA X <input type="checkbox"/>	<b>Contact Name:</b> Johannes (Jannie) Botes
<b>Phone:</b> X 5323	
<b>DEPARTMENT / DIVISION:</b> LEHS	
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state action item 1-23 and course name & number or program affected):	
New Course; CNCM 504 <i>The Conflict Management Profession</i>	
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall X <input type="checkbox"/> Spring <input type="checkbox"/> Year: 2008	

O-1: Briefly describe what is being requested:

The creation of a new course (*The Conflict Management Profession*, CNCM 504) to be included as a required core course for those students earning an MS in Negotiations and Conflict Management.

For new courses or changes in existing courses (needed by Registrar)

<b>OLD Title:</b>	<b>Course # / HEGIS Code:</b>	<b>Credits:</b>
<b>NEW Title:</b> The Conflict Management Profession	<b>Course # / HEGIS Code:</b> CNCM 504: 185	<b>Credits:</b> 3

O-2: Set forth the rationale for the proposal:

The decision to design a course on *The Conflict Management Profession* and to include the course in the core requirements for the Negotiations and Conflict Management master's degree was an outcome of the state-required Program Review and Self-Report that the CNCM faculty undertook during AY 2006/7. In spite of the wide professional impact of conflict management skills (such as negotiation) and third party intervention activities (such as mediation), the conflict management field is mostly populated by professionals who have generic job titles (for example, manager or human resources specialist). As a result, conflict management students often find it difficult to visualize and understand the possible career paths leading out of their chosen field of study.

This course was designed to a) assist students in making earlier connections to conflict management as a career and professional activity, and b) to foreshadow the expectations for graduate work that is expected of students in the final Capstone course.

This course was taught as a Special Topics course during the fall of 2007, at which time its value in the core curriculum and its pedagogical utility was clearly demonstrated.

## **Required Format for Master Course Document (Document P)**

Issued by: Wim Wiewel, Provost and Senior Vice President for Academic Affairs

Effective Date: September 6, 2006

Reviewed by: University Faculty Senate

Include in your master course document items one through 15 using as much space as needed.

1. Date Prepared: October 25, 2007
2. Prepared by: Johannes (Jannie) Botes, CNCM Program Director
3. Department: LEHS
4. Course Number: CNCM 504
5. Course Title: *The Conflict Management Profession*
6. Credit Hours: 3
7. Prerequisites: None
8. Course Purpose: Core, introductory
9. Rationale: The decision to design a course on *The Conflict Management Profession* was an outcome of the state-required Program Review and Self-Report that the CNCM faculty undertook during AY 2006/7. The current introductory course in the program, CNCM 506, was overloaded with academic content which meant that a number of topics did not receive the necessary in-depth coverage. The new course now covers the “historical strands” of the field in depth, and also “reflective practice,” the principles underlying third party conflict intervention. The course also has one other important role, namely to set a number of writing and presentational assignments that will prepare students better for further course work and especially to familiarize them with the expectations regarding the quality of work expected in the final (Capstone) course.
10. Catalog Description:  
This course provides students entering the Master of Science in Negotiations and Conflict Management program an exploration of the diverse activities, roles, and tasks of individuals who work in the conflict management profession. It is also an introduction to reflective practice as it is used by a large range of people in professional settings who assist individuals, families, neighborhoods, organizations, regulatory bodies, and social and ethnic groups to take constructive

steps towards managing, resolving or transforming conflict situations. The course is designed to help those undertaking conflict studies to start understanding and exploring where and how they would like to connect with conflict management as a profession.

11. Suggested approximate class size: 20

12. Content Outline:

This course is designed to provide students entering The Master of Science in Negotiation and Conflict Management program with a broad overview of the way in which the larger peace and conflict studies field is framed and studied under various name and professional designations, from peace studies to conflict resolution and conflict transformation. To this background, the course is an exploration of the diverse and very varied activities, roles, and tasks of individuals who work in the conflict management profession. It is also an assessment of reflective practice as it applies to a large range of people in diverse professional settings that utilize their skills in assisting individuals, families, neighborhoods, organizations, regulatory bodies, and social and ethnic groups, to take constructive steps towards managing, resolving or transforming conflict situations. The course is also designed to help newcomers to conflict studies to start envisaging and exploring where and how they would like to connect with conflict management as a profession. A byproduct of the assignments in this course is an opportunity to become familiar with the expectations regarding graduate work in this field.

13. Learning Goals: At the end of this course student will be able to,

- analyze the history and development of the conflict management field
- categorize the field within current formulations of conflict analysis and intervention
- identify the range of activities and careers within conflict management practice
- discuss the professional roles, tasks, and ethics of practitioners
- visualize future work as conflict managers.

14. Assessment Strategies:

This course (CNCM 504) has already been incorporated into the CNCM Program's Assessment Plan and it has been scheduled for assessment activities in fall 2008.

The learning goals for this course, as outlined in no. 13 above, will be assessed in the fall of 2008. While not all of these learning goals will be assessed at once, one or two course assignments and accompanying evaluative rubrics will be devised that both assess the course learning goals and that will also link with the program's overarching assessment outcomes. The data drawn from these assignments will be used to assess the progress and competencies of students in this course and also to make revisions to the syllabus and possible adjustments to how the material is presented.

15. Text(s) and Materials (example: textbooks, calculator): See attached syllabus

16. Lab Fees: None.

PLEASE SEE THE ATTACHED SYLLABUS

**CNCM 620: 185--The Conflict Management Profession**  
**Program on Negotiation and Conflict Management (CNCM)**  
**Division of Legal, Ethical and Historical Studies, University of Baltimore**

Semester: Fall 2007, Mondays 5:30-8:00 pm., AC 405

Instructor: Dr. Johannes (Jannie) Botes, Academic Center 201D,  
e-mail: [jbotes@ubalt.edu](mailto:jbotes@ubalt.edu), tel.: 410-837-5323

Office Hours: Mondays and Wednesdays 2:00-3:00 p.m. and by appointment

## **COURSE DESCRIPTION**

This course is designed to provide students entering The Master of Science in Negotiation and Conflict Management program with a broad overview of the way in which the larger peace and conflict studies field is framed and studied under various name and professional designations, from peace studies to conflict resolution and conflict transformation. To this background, the course is an exploration of the diverse and very varied activities, roles, and tasks of individuals who work in the conflict management profession. It is also an assessment of reflective practice as it applies to a large range of people in diverse professional settings that utilize their skills in assisting individuals, families, neighborhoods, organizations, regulatory bodies, and social and ethnic groups, to take constructive steps towards managing, resolving or transforming conflict situations. The course is also designed to help newcomers to conflict studies to start envisaging and exploring where and how they would like to connect with conflict management as a profession. A byproduct of the assignments in this course is an opportunity to become familiar with the expectations regarding graduate work in this field.

## **COURSE OBJECTIVES**

At the end of this course student will be able to,

- analyze the history and development of the conflict management field
- categorize the field within current formulations of conflict analysis and intervention
- identify the range of activities and careers within conflict management practice
- discuss the professional roles, tasks, and ethics of practitioners
- visualize future work as conflict managers.

## **OVERVIEW OF COURSE REQUIREMENTS (more detail on each assignment following the syllabus)**

**UBOnline: Every UB student must have a UB e-mail; which can be redirected if necessary. Call X6262 or go to the UB home page; click on the WebTycho link next to the MyUB link and follow the directions for first time users.**

Attendance and participation (15%): Attendance is extremely important because the course will be interactive and elicitive in nature. Participation in the class discussions is critical to student learning and to exhibit that the required reading is being completed. Students will be expected to engage each other in discussions about the assigned readings (which obviously mean reading *before* you come to class).

### First Writing Assignment (History and Citation)15%:

The diverse nature of the larger peace and conflict studies field had led to various “histories” of the field of which students must have some understanding. This first writing assignment—**due on September 10**—week 3—also provides students an opportunity to illustrate their ability to write at a graduate level which includes proper citation of all source material.

### Second Writing Assignment on the Work of Practitioners (20%):

The Kolb textbook (*When Talk Works*) provides an opportunity to reflect on the degree to which the work of mediators working in various conflict settings meet the requirements of reflective practice. **This assignment is due on Oct. 15--week 8.**

### PowerPoint Presentation Based on Three Articles (20%):

Each student will deliver a brief (5-minute) PowerPoint presentation that must be based on three articles of their choice from the conflict studies literature. Two class periods—**weeks 10 and 11**—have been designated for this purpose. Detailed information on this assignment will be provided.

### Poster Presentation on Your Map of the Conflict Management Professional (30%):

This course is designed to assist students with exploring the professional roles of conflict practitioners; what they do, where they do it, and how they approach this work. Obviously, one course cannot do justice to all aspects of this endeavor, nor will it necessarily cover the specific interests of all students. Hence, this exercise will allow students to define and categorize activities in this field for themselves, as well as to focus on their specific interest in the field. This information will be delivered via poster presentations that will occur during the last two weeks of class—**weeks 15 and 16**. More details to follow.



## TEXTS/REQUIRED READING

Becker, H. S. (1986). *Writing for social scientists*. Chicago: University Of Chicago Press.

Hacker, Diana. 2004. *A pocket style manual: clarity, grammar, punctuation and mechanics, research, MLA, APA, Chicago, usage/grammatical terms*. 4th ed. Boston: Bedford/St. Martin's.

Kolb Deborah and Associates (1994): *When Talk Works: Profiles of Mediators*. San Francisco, CA: Jossey Bass

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

Lederach John Paul and Janice Moomaw Jenner. *A Handbook of International Peacebuilding: Into the Eye of the Storm*. . San Francisco, CA: Jossey Bass

Mayer, Bernard (2000). *The Dynamics of Conflict*. San Francisco, CA: Jossey Bass

Tufte, E. R. (2006). *The cognitive style of PowerPoint* (2nd ed.). Graphics Press.

## E-RESERVE READINGS:

Other readings for the class have been placed on e-reserves. Log into the library's e-reserves page (click on libraries—Langsdale Library—and then on Course Reserves, by course or professor) and follow the link to the proper course page; either by instructor or course number. The password for the electronic reserves regarding this course is: Windtalkers.

See more detail on specific reserve readings in the syllabus below.

## CLASS POLICIES & PROCEDURES

- You are expected to attend all classes. ***Students who miss more than three classes will be administratively withdrawn from the course.*** If an emergency prevents you from attending class, you should let me know ahead of time and contact a group member to find out what you missed.
- You are responsible for completing all assignments on time. You will be penalized the equivalent of one full letter grade for each day the assignment is late. Assignments that are overdue by more than one week will not be accepted. All written assignments must be submitted in class or in my

mailbox—*assignments cannot be faxed, emailed or posted to WebTycho without my prior permission.*

- This class will be taught in an interactive manner. Reading the course material prior to class is therefore essential--without adequate preparation, class and group exercises and discussions will be of little value.
- Students are responsible for keeping up to date with class announcements, changes to the course or assignments, and assignments or sent via email.

## GENERAL GUIDANCE:

The following advice and resources are intended to help you make the most of – and get the most from – your time in this course.

- Come to class, be prepared, and participate actively.
- Ask questions and raise concerns. If something is unclear or is not working effectively for you educationally, please tell me or bring it up in class.
- Pay attention to your writing. Your ability to write papers that are clear, analytical, and your own work is critical to achieving success in graduate school. If you aren't already good at this, you can learn. These resources are available to you:
  - Diana Hacker's *A Pocket Style Manual*. This volume provides valuable guidelines on grammar and usage, as well as a section on APA citation format (which should be used for all writing submitted in this class). You can also use [www.dianahacker.com](http://www.dianahacker.com), which has further explanations and exercises.
  - UB's Academic Resource Center. The Academic Resource Center (ARC) can provide a writing consultant to offer comments and advice on your work for a UB course at any point in the writing process. It also offers workshops and mini-courses on a variety of writing topics. The ARC is in the new student center (410-837-5383; [arc@ubalt.edu](mailto:arc@ubalt.edu)). You can also locate more information about the ARC writing services on their web page: <http://www.ubalt.edu/template.cfm?page=955>).
- Be sure your work is your own. You are responsible for knowing, understanding, and following UB's Academic Integrity Policy, which can be found at [http://www.ubalt.edu/studentaffairs/handbook/academic\\_integrity\\_policy.html](http://www.ubalt.edu/studentaffairs/handbook/academic_integrity_policy.html). Be sure to cite all sources on which you rely, use quotation marks when language is taken directly from others' work, and know how to use your own language to paraphrase a source (hint: changing a few words is not sufficient). If you cite a direct quote, you must provide a page number for the citation
- **Format guidelines.** All assignments should be typed, double-spaced, using a 12-point Times New Roman font and one inch margins. All assignments should have a cover page with your name & contact information, and all other pages should be consecutively numbered. Citations should follow the APA citation form as shown in Hacker's *A Pocket Style Manual*.

## ACADEMIC POLICIES AND RESOURCES

### Academic Honesty and Collaboration

Plagiarism is a serious offense, and all written work for this course should include appropriate citations in APA format. *If you are unsure about how to cite a direct quotation or concept from course or outside readings, then ask for help.* “I wasn’t sure how to cite a source, so I left out the reference,” is not an acceptable defense for plagiarism. If you are caught plagiarizing in an assignment, you will receive a failing grade for the work, it will be grounds for failing the course as a whole, and will probably lead to a hearing before the University’s Ethics Board.

UB requires all new and readmitted students to complete the University’s On-Line Plagiarism Tutorial. You can access the tutorial from your MyUB page or at <http://www.ubalt.edu/plagiarism/>.

For individual class assignments, you may discuss your ideas with others or ask for feedback. However, you are responsible for making certain that there is no question that the work you hand in is your own. You may not submit papers or presentations from other courses to fulfill assignments for this class.

For group class assignments, the names of all participants should appear on the work. While it is fine for groups to divide project work among team members, the final product that is submitted should represent a single, conceptually-linked piece of work. With rare exception, each student working in a group is given the same grade for an assignment. *If a group is having trouble with a member not fulfilling their work obligation, then the group needs to bring the problem to the instructor’s attention immediately. [This particular syllabus does not contain a group assignment.]*

### Document Retention

Throughout the semester you are responsible for saving a backup copy of all work you submit for this course.

### University of Baltimore Student Handbook

For general academic policies of the University of Baltimore, please consult the UB Student Handbook (<http://www.ubalt.edu/template.cfm?page=95>).

### Grading Scale:

93-100 = A

90-92 = A-

87-89 = B+

83-86 = B

80-82 = B- (No longer a passing grade in graduate school)

77-79 = C+

70-76 = C

## CLASS SCHEDULE AND ASSIGNMENTS

**Note:** Reading and assignments listed for a class should be prepared for and completed *before* that date.

### Week 1: Aug. 27

**Themes:** Welcome, Introductions/ Course Overview/Administrative Matters

- Administrative matters--Pizza "Club,"
- Conflict management--personal and professional goals
- Course philosophy
- Overview of CNCM courses
- CNCM Student Association
- **REMINDER OF ASSIGNMENT DUE ON SEPT. 10**

### Week 2: Sept. 3 – No class – Labor Day

### Week 3: Sept. 10

**Theme** "Histories" of the "conflict management" field

**Assignment:** *Hand in First Writing Assignment*

**Readings:** **Electronic reserve**

*The readings for the first writing assignment are:*

Barrett (2004), chapters 1, 14, 15, and 16; Kriesberg (2001); Menkel-Meadow (2005); Scimecca (1991)

### Week 4: Sept. 17

**Themes:** Alternative dispute resolution (ADR)  
Discussion of second writing assignment and a visit  
by a librarian re the research

**Reading:** **Electronic reserve:**

Welsh (2005)

Bordone, Moffitt, Sander (2005)

## **Week 5: Sept. 24**

**Themes:** Interdisciplinary nature of the field/  
Framing the field (settlement/management/resolution/  
conflict transformation/and prevention)

Visit by two CNCM graduates: looking back, looking forward

**Readings:** **Electronic reserve**

Brunk (2000)

Barsky (2000), chapter 1

Ramsbotham, Woodhouse and Miall, 2005 (read only the section on Terminology)

**Text book:**

Lederach (2003). *The Little Book of Conflict Transformation*.

**Suggested reading:** Botes (2003), article on conflict transformation

## **Week 6: Oct. 1**

**Themes:** Professional roles—the where and how of conflict management

**Readings:** Mayer (text book), Chapters 7 and 10

**Electronic reserve:**

Botes (2003), article on informal roles

Diamond and McDonald (1996)

Zelizer, C. & Johnston, L. (2005). *Skills, Networks & Knowledge: Developing a Career in International Peace and Conflict Resolution*. Alexandria, VA: Alliance for Conflict Transformation.

<http://www.conflictransformation.org/Portals/0/Documents/Webreport.pdf>

**Suggested reading:** Lund (2001); Laue, Burde and Potapchuk (1988), Bartos and Wehr, Chapter 10

**Week 7: Oct. 8**

**Themes:** The Reflective Practitioner

**Reading:** **Electronic reserve:**

Barsky (2000), chapter 2

Lang and Taylor (2000), chapter 1, 5, and 6

Forester (1999), chapter 6

**Week 8: Oct. 15**

**Themes:** Practitioners in action

**Assignment:** *Second writing assignment due*

**Reading:** Chapters from Kolb's *When Talk Works* (See outline of assignment)  
Read 'Introduction,' 'Conclusion,' and one chapter from each of the three sections.

**Week 9: Oct. 22**

**Themes:** Issues and Ethics  
Neutrality, social control versus social change,  
power and empowerment, self regulation, evaluation and impact

**Reading:** **Electronic reserves**  
Scimecca (1987)  
Rubenstein (1999)  
Fast (2002)  
**Text book:** Mayer, chapter 5

**Suggested reading:** Laue and Cormick (1978), Ethics of Intervention

**Week 10: Oct. 29**

**Themes:** PowerPoint Presentations (First half of class)  
[Microsoft has good tutorials.]

**Reading:** **Individual articles (see assignment)**  
**Booklet:** Tufte (on PowerPoint)

**Week 11: Nov. 5**

**Themes:** PowerPoint Presentations (second half of class)

**Reading:** **Individual articles (see assignment)**  
**Booklet:** Tufte (on PowerPoint)

**Week 12: Nov. 12**

**Themes:** Practitioners on call

**Reading:** **Text book**  
**Lederach and Jenner, pp. 3-130**

**Week 13: Nov. 19**

**Themes:** Ethics of Intervention

**Reading:** **Text book**  
**Lederach and Jenner, pp. 173-270**

**Week 14: Nov 26**

**Themes:** So, you want to be a conflict manager?  
Third party traits and needs

**Reading:** **Text book:** Lederach and Jenner, chapter 24

**Electronic reserve:**

Bowling (2003)  
Ghais (2005)  
Cahn and Abigail (2007)

**Text book,** Mayer (chapter 11)

**Week 15: Dec 3**

**Themes:** Poster Presentations (Presenting and Mapping a Professional within the Conflict management Field)

**Week 16: Dec. 10**

**Themes:** Poster Presentations (Presenting and Mapping a Professional within the Conflict management Field)

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First Writing Assignment --History and Citation (15% of overall grade):

Write a short analysis of the history of the larger peace and conflict studies field based on the articles by Barrett, Kriesberg, Menkel-Meadow and Scimecca (as provided on the syllabus). Illustrate your sense of the various origins of the larger peace and conflict studies field as portrayed in the various “histories” by providing an integrated overview and summary. From the readings you will note the many ways in which the field is defined—alternative dispute resolution, conflict management, conflict resolution, conflict transformation, peace studies, etc. To what degree can one then, in your view, form a picture of an integrated history of this area of study and practice? Give your paper a title that reflects your view of the history of this field of study.

In evaluating your work on this assignment, the instructor will also be assessing your writing and analytical skills as well as your ability to use proper APA citation when you quote authors or make use of their ideas in other ways. Be sure to quote from and cite at least once from each article.

The paper must be approximately 1,300 to 1,500 words in length, not including the reference section of the paper. Please do not exceed 1,800 words in the main text of the paper. Also be sure to follow the writing guidelines provided in the syllabus.

## **Second Writing Assignment on the Work of Practitioners (20% of grade):**

The Kolb textbook (*When Talk Works*) provides an opportunity to reflect on the degree to which the work of mediators working in various conflict settings meet the requirements of reflective practice. Read the 'Introduction,' and the 'Conclusion,' as well as one chapter from each of the three sections. In other words, choose one mediator, or type of mediation, from each of the three sections to analyze.

The aim of this exercise is to compare and contrast these third party intervenors by analyzing and evaluating their work as reflective practice (as described in the literature provided in the readings of week 7). Here are some broad (not exclusive) guidelines to assist you in writing a comparative analysis of these practitioners in terms of their "reflectiveness" as practitioners and the degree to which they represent the conflict management profession:

- Based on the literature regarding reflective practice, to what degree do these practitioners fit the term's definition and practice?
- What do these mediators do or express that frame and organize their work within the notions of reflective practice?
- To what degree do these practitioners engage in reflection and self-evaluation regarding their abilities and their strengths and weaknesses?
- To what degree are they lifelong learners that are open to new learning?
- Can you determine whether they use theory to guide and inform their practice?
- Can you tell which theories or notions about conflict and its management drives their practice?
- Are they set in the ways in which they use intervention strategies and techniques?
- How do they (comparatively speaking) frame their roles and tasks, for example as settlement or as transformation?
- To what degree do they conceptualize their work as being part of a profession or career?
- Do they describe their work (or chosen profession) in terms of stressors and rewards?
- What does their work tell you about how they approach some of the "issues" in the field, such as neutrality, the power of the mediator, the empowerment of parties, and whether this field is about social change or social control (to name a few)?
- Can you get a sense of how much and what kind of training they each underwent?
- What is their personal approach to this work: as peacemaking, with a religious or spiritual orientation, simply as a very straightforward practical task, or in some other way?
- Where would you place these practitioners on the continuum of developing artistry?
- What does their work collectively tell us about conflict management as a profession?
- What aspects of their work do these questions not address in evaluating them as reflective practitioners?

**This assignment is due on Oct. 15--week 8.** Please note the format requirements of the syllabus. Write no less than 1,700 and no more than 2,000 words, not including the references.

### PowerPoint Presentation Based on Three Articles (20% of total grade):

Each student must deliver a brief (5-minute) PowerPoint presentation that must be based on three articles of your choice that have not been discussed or provided in class and that all relate broadly to a single topic regarding social conflict and/or its management. The process of thinking about and the task of finding articles that are of personal interest to you are based on two of the goals imbedded in this course: to help newcomers to this field of study with envisaging and exploring where and how they would like to connect with conflict management as a profession, and to become familiar with the expectations regarding graduate work in this field.

The objective is to think of any aspect of this field or profession that interests you and then find two journal articles and one book chapter that pertain specifically to this topic. For example, find three items on “neutrality” as a core concept of third party intervention (which as a topic is hereby excluded for this exercise); or find three items that are on child-custody mediation or anything else that interests you or might help you in understanding how and where you ultimately want to utilize your graduate studies. Also be sure to give credit to the sources of the information used on your slides as appropriate.

The task is then to present the topic you have chosen based on this literature as a brief PowerPoint presentation. The presentation must be no longer than 5 minutes in duration. You can use as many PowerPoint slides as you see fit within this time period, but you will be judged on the quality and content of the information on the slides, how they are presented, and especially on the degree to which you appropriately use slides that are in a non-text format (graphics, charts, self-created drawings, or even visual aids such as cartoons).

Two class periods—**weeks 10 and 11**—have been designated for this purpose. Students in the first half of the class (Adams to Okoth) will present on the first night of presentations and the second half of the class (Smith to Williams) will present on the second night. **The first half of the class has to e-mail their PowerPoint slides to me and to the librarian assisting us with this task, Catherine Johnson ([cajohnson@ubalt.edu](mailto:cajohnson@ubalt.edu)), by Monday, October 22. The second half of the class must do the same by Monday, October 29.** That means that you have to have your slides ready a week before the presentation and that you can concentrate on the presentations during the week of class.

*Each student will have exactly 5 minutes for a presentation, followed by a brief 5-minute review and discussion with the rest of the class.*

## Poster Presentation on a Conflict Management Professional (30% of total grade):

This course is designed to assist students with exploring the professional roles and tasks of conflict practitioners; what they do, where they do it, and how they approach their work. The goal of this final assignment is for each student to “map” (define, explain, classify, categorize, and analyze) a conflict management professional—an individual who either does some form of conflict management for a living or someone who has an unrelated job title but whose work and expertise qualify him or her as a conflict management professional.

You can, for example, focus on someone who does conflict management training for a living, or is an ADR specialist in the federal government, or an individual who does conflict management in the health sector, or someone who works as a police hostage negotiator; as long as you are clearly dealing with individuals whose tasks and specialized skills would qualify them to be conflict management professionals. To assure an interesting variation of these conflict management careers and the area or type of conflict that they encompass, each student must obtain the instructor’s input regarding whether your proposed subject for this assignment will be suitable.

Your map, or delineations and explanations of a conflict management professional, must be presented as a poster presentation. Each student will have 5 minutes to present his or her poster, followed by a 5-minute question-and-answer session.

In order to put together a poster presentation on a conflict management professional you may want to consider a number of research sources. To start, we will address this topic fairly specifically during the class session entitled, ‘Professional roles—the where and how of conflict management.’ The content of your poster presentation must, however, show evidence of information that was incorporated from a number of other sources beyond the literature provided in class. This task therefore implies database and keyword searches for books and articles, as well as Internet searches, visits to some of the most prominent conflict management websites (such as mediate.com, crinfo.org and intractability.com), and *I would also encourage you to interview someone who would be a good example of the type of conflict professional you will be discussing, either in person or over the phone.*

***A friendly warning: this task cannot be performed by purely using the Internet.***

Students with alphabetical names from the second half of the class (Smith to Williams) will present on week 15 and students from the first half of the class (Adams to Okoth) will present on week 16. The grade for this assignment will be decided as follows: 70% for the poster board (and accompanying reference list) and a further 30% for the presentation of the information:

- In addition to presenting the class with the poster board itself, provide your 20 fellow students and the instructor with a document that has your name and the title of your poster presentation on it and that lists of all the references/sources that you used to compile your poster’s information.

- The presentation and the poster presentation board: there is no minimum or maximum limit to the amount of words that has to be on the poster board. As you will see from the literature on how to do poster presentations, there are definite rules on how to present the information on poster presentation boards. The font size, use of color, graphics, charts, pictures, etc. are all left up to your individual skill and preference, but must be in accordance with the larger rules and expectations regarding poster presentations. See the websites below for assistance and reminders in this regard:  
<http://writingcenter.gmu.edu/resources/socscienceposter/sld001.htm>  
<http://www.psichi.org/conventions/tips.asp>
- There are many other websites that might be of help with how to construct a poster presentation. For more on this topic you can do Internet searches with the words “poster presentations” (or “poster presentation boards”), or use these words and add the following: + “social sciences.”
- ***REMEMBER: Each student will get only five minutes to present and five minutes to answer questions.***
- Your own presentation notes should be on A4 cards in bullet format—***do not read from your notes—talk from the notes—make eye contact!***