

Title: **Constructive Conflict Intervention (IP-510)**

Offered: Fall 2021, Wednesdays 9-11:45AM, Sept. 8-Dec. 15, 2021

Modality: Face-to-face

Course description: This class will train each student to be a mediating presence in interpersonal and community conflicts. The instructor will teach conflict transformation ideology and tools for conflict analysis to build student's capacity to understand and respond to conflict in ways which advance justice. In conflict transformation-inspired mediation, the primary goal is to improve the relationship between the parties to allow them to chart their own solutions. Students will learn the five-stage mediation process so that they could conduct a complete formal mediation. However, the emphasis will be on understanding the goals and practices of each stage so that they can informally and effectively intervene in the conflicts in their own lives and their own communities. The class will use case studies to build skills in conflict analysis. Students will also practice skills through partner exercises and small group mediation role plays. Students will also be asked to use the skills outside the classroom, and reflect on those experiences verbally or in writing.

Instructor: Phoebe Milliken
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Course Specific Outcomes:

- Reflect upon the value of conflict, and articulate the differences between the conflict transformation and conflict resolution approaches to conflict.
- Demonstrate the capacity to analyze conflict in terms of context, stakeholders, symptoms, primary issues, and root causes.
- Demonstrate capacity for active listening and use of language to convey understanding and respect across lines of difference.
- Demonstrate capacity to lead a multi-stage mediation process, and to be a mediating presence, i.e. use mediation skills informally. Self-assess the impact upon relationships.
- Demonstrate the capacity to prioritize relationships within situations of conflict.

Relevant MAP program learning outcomes:

1. Building the internal resources necessary to engage conflict constructively.
 - a. Investigate your own inner world, including your motivations for participating in peacebuilding work, the mindsets you bring to conflict, your loyalties and biases, your reactions to complexity and ambiguity, and important components of your identity.
 - b. Assess how your faith tradition and culture influence your motivations, mindsets, biases, and reactions.
2. Practicing and modeling skills which build empathic relationships within groups, with the ultimate goal of nurturing communities that foster inclusivity and compassion.
 - a. Demonstrate the skill of active listening.
 - b. Demonstrate the skill of eliciting and sharing stories.
 - c. Explain and practice methods of leading groups into safely engaging across significant differences.
4. Applying conflict transformation tools and processes.

- a. Evaluate case studies and real-world problems using Conflict Analysis.
- 5. Practicing peacebuilding processes. Developing the capacity to choose among them, or to adapt them as needed to situations of conflict and injustice.
 - a. Lead a multi-stage mediation role-playing exercise.
- 8. Practicing interreligious community-building.
 - a. Accept and value the diverse ways that people pray, eat, prepare food, dress, and relate to each other within the program community.

Concepts and skills covered:

- Reframing the value of conflict
- Identifying conflict styles, in yourself and others
- Identifying the components of conflict: reasons, emotions, positions, needs/interests
- Theory of Conflict Transformation
- Approaches to conflict:
 - Range of approaches from interpersonal to international conflict
 - The role of a mediating or arbitrating body
 - The power of the parties in conflict
 - Comparison of mediation and negotiation
- Conflict Analysis:
 - Stakeholder analysis: examining conflict through the identity, position, needs and interests, and feelings of those involved
 - Tree theory: examining conflict in terms of symptoms, key issues, root causes
 - Nested Theory of Conflict
- Stages of the Mediation Process:
 - Pre-mediation Stage: Getting parties to the table
 - Introduction Stage: Creating Safety
 - Storytelling Stage: Developing Understanding
 - Problem Solving Stage: Building Ownership
 - Agreement Stage: Crafting Sustainability
- Skills:
 - Deep listening and paraphrasing
 - Asking open questions
 - Handling lies and demands for apology
 - Maintaining the power of decision-making with the parties
 - Using mediation to build/repair relationships
 - Accepting responsibility for the process; deflecting responsibility for the outcome
 - Laundering language
 - Hearing hidden offers
 - Co-mediation

In-class exercises:

1. Case study conflict analysis: context, tree diagram, stakeholder diagram
2. Case study conflict recommendations exercise
3. Role Plays: (A job aid/rubric will help students prepare for and self-assess their performance.)
 - Preparation to be a mediator or a party
 - Role play – as mediator
 - Role play – as party
 - Debriefing the role play in small groups and as a class
 - Role play goal setting and self-assessment
4. Laundering language exercise
5. Hidden offers exercise
6. Co-leading a case study discussion
7. Final Assessment: lead a four stage mediation role play. The mediator will self-assess, be peer assessed by the parties, and assessed by the instructor.

Homework Assignments:

1. Reading as assigned in table below. Also listed in Canvas.
2. Practice of skills covered in class, sometimes informally, sometimes through structured exercises described on Canvas.
3. Written reflections: Students are asked to keep a journal (which can be just a word or google doc) of reflective writings. Most weeks there will be a reflection topic on which to write, sometimes based on your practice of a particular skill or a thought experiment. You will find the topics in the canvas site. All of the topics will require some introspection; some may feel very personal. I ask that you complete all the reflections, however you may choose three to turn in over the course of the semester. None of them will be shared with the class as a whole. Reflections are not discussion posts. However, there will be class periods in which I invite people to share their experience of practicing a skill outside of class or something they thought about while writing their reflection. Participation in these discussions is voluntary.
4. Analysis of Ellen Ott Marshall mediation demo. This is a short video, more to give a sense of mediation than to be a full representation. Still it is useful to analyze the choices the mediator makes. What did Prof. Marshall do that you think was well done, and why? What would you do differently (assuming you had as much time as the parties were willing to spend)?

Assessment:

This course is graded as high pass/pass/fail.

- 70% Participation in class discussions, exercises, and role plays.
- 15% Written reflections
- 5% Analysis of mediation demonstration video
- 10% Final Assessment: lead a four-stage mediation role play.

Required texts and resources:

Note: Many YouTube videos contain captioning/subtitles in English. Look for the little box with CC in the bottom towards the right of the screen. Some TED talks contain captioning/subtitles in many languages. Look for the little box with three dots in the bottom towards the right of the screen.

Conflict Transformation and Mediation

- Evans, Alice F., et al. *Peace Skills: Manual for Community Mediators*. Jossey-Bass, 2001. **[This is the only book you need to buy!]**
- Maire Dugan “Nested Theory of Conflict” https://emu.edu/cjp/docs/Dugan_Maire_Nested-Model-Original.pdf
- John Paul Lederach, excerpts from *The Little Book of Conflict Transformation* (doc)
- Heidi Burgess “Conflict Styles” <https://www.beyondintractability.org/essay/conflict-styles>
- Mediation demonstration <https://www.coursera.org/lecture/conflict-transformation/mediation-demonstration-V9wur>

Negotiation

- Definition of negotiation <https://www.beyondintractability.org/coreknowledge/negotiation>
- Harvard’s Four Principles of negotiation <https://www.youtube.com/watch?v=RfTalFEeKKE>
- Video summary of Never Split the Difference <https://www.youtube.com/watch?v=QIRk382yJm4>
- Maire Dugan “Peaceful Change Strategies” (Negotiation and direct action together) https://www.beyondintractability.org/essay/Peaceful_Chg_Strats#narrow-body

Conflict and the Brain

- Michelle Maiese “Emotions” <https://www.beyondintractability.org/essay/emotion>
- The Fight or Flight response https://www.youtube.com/watch?v=m2GywoS77qc&list=PLXF1rEBoWNmeoWsU8n_4LDdwgRkk1kBbm&index=7
- Lucia Kanter St. Amour “How Understanding Neuroscience Improves Mediation” <https://www.mediate.com/articles/kanter-neuroscience.cfm>
- The amygdala and the stress response https://www.youtube.com/watch?v=jEHwB1PG_-Q
- “The Power of Apologies” (podcast, 54 minutes) <https://hiddenbrain.org/podcast/the-power-of-apologies/>
- “Cultivating Your Purpose” (podcast, 56 minutes) <https://hiddenbrain.org/podcast/cultivating-your-purpose/>

Selected case studies, such as:

- Saving the Forest (Post-violent conflict and eco-justice in Indonesia),
- Prairie Storm (Church-state conflict in the U.S.)
- No Reforms, No Elections (Governance and authority in East Africa)

Optional resources:

- The Chemical Consequences of Listening — or Not <https://www.oneaccord.co/blog/the-chemical-consequences-of-listening-or-not>
- Neuroscience of conversation <https://www.psychologytoday.com/us/blog/conversational-intelligence/201905/the-neuroscience-conversations>
- Daniel Kahneman, The Machinery of the Mind <https://www.youtube.com/watch?v=DUUpqr7nWc3s>
- Kwame Christian, Finding Confidence in Conflict –<https://www.youtube.com/watch?v=F6Zg65eK9XU>
- Voss, Chris, and Tahl Raz. *Never Split the Difference: Negotiating as If Your Life Depended on It*. Random House Business Books, 2016.
- Fisher, Roger, and William Ury. *Getting to Yes*. Hutchinson, 1991.
- Adam Grant [Pandemic to Politics: Adam Grant on How to Debate Someone With Opposing Views | Amanpour and Company - YouTube](#) or <https://www.nytimes.com/2021/01/31/opinion/change-someones-mind.html?referringSource=articleShare&fbclid=IwAR3bP15pii4nT-vkeycfhAtUtakyAhL5sNhkV9maclg2H85TOVyEVzI5is>
- John Paul Lederach on Four Dimensions of Conflict <https://www.beyondintractability.org/essay/transformation>

Course Schedule:

Class	Topics	Preparation for THIS class
1 9/8	<ul style="list-style-type: none"> • Getting started: Introductions, goals, Communication agreement, classwork and homework • Mindsets about conflict • Issues and feelings in conflict • Conflict styles 	Come to class with a conflict in your own life you can talk about.
2 9/15	<ul style="list-style-type: none"> • Questions about the syllabus • Conflict transformation • Approaches to dealing with conflict • Introduction to the Case Method • Positions vs. needs and interests • Deep listening 	<p>Heidi Burgess Conflict Styles https://www.beyondintractability.org/essay/conflict-styles</p> <p>John Paul Lederach on Conflict Transformation http://restorativejustice.org/10fulltext/lederach.html</p> <p>Reflection: Your conflict style</p>

3 9/22	<ul style="list-style-type: none"> • Case discussion: Saving the Forest • Introduction stage 	<p>Peace Skills, Chapter 5 (p. 38-42) and Chapter 11 (p. 87-93)</p> <p>Case: Saving the Forest</p> <p>Paraphrasing practice</p> <p>Reflection: How is that paraphrasing practice going?</p>
4 10/6	<ul style="list-style-type: none"> • Paraphrasing review • “Neutrality” • Storytelling stage • Role plays: the mediator role, the party role 	<p>Michelle Maiese Emotions https://www.beyondintractability.org/essay/emotion</p> <p>Mr. Fork and Ms. Spoon practice exercise</p> <p>Reflection: on Fork/Spoon</p>
5* 10/13 8-11!	<ul style="list-style-type: none"> • Problem Solving stage • Agreement stage • Maintaining power with the parties • Agreements vs. relationships • Case discussion: Prairie Storm part 1 	<p>Maire Dugan – Nested Theory of Conflict https://emu.edu/cjp/docs/Dugan_Maire_Nested-Model-Original.pdf</p> <p>How Understanding Neuroscience Improves Mediation https://www.mediate.com/articles/kanter-neuroscience.cfm</p> <p>Case: Prairie Storm</p> <p>The amygdala and the stress response https://www.youtube.com/watch?v=jEHwB1PG-Q</p> <p>Reflection: How does conflict feel in your body?</p>
6 10/20	<ul style="list-style-type: none"> • Case discussion: Prairie Storm part 2 • Pre-mediation 	<p>Peace Skills, Chapter 4 (p. 32-35), Chapter 7 (p.51-64), and Chapter 9 (p. 75-80)</p> <p>Practice NOT giving advice or solutions, but offering empathy and open questions</p> <p>Reflection: How does it feel to NOT give advice?</p>
7 10/27	<p>All the tricky bits</p> <ul style="list-style-type: none"> • Lies • Apologies • Insults • Hidden offers 	<p>Apologies https://hiddenbrain.org/podcast/the-power-of-apologies/</p> <p>Peace Skills, Chapter 12 (p. 94-97. No need to do application exercises)</p> <p>Think of a conflict in your own life. Make a stakeholder chart to represent it.</p>

		Reflection: Thinking about stakeholders
8 11/3	Personal resources for mediators Co-mediation	Peace Skills, p. 35-37 and Chapter 14 (p. 107-116) Cultivating your purpose (podcast, 56 minutes) https://hiddenbrain.org/podcast/cultivating-your-purpose/ Reflection: Lying
9 11/10	Case discussion: No reforms, no elections	Case: No reforms, no elections Prepare to lead case discussion. Reflection: Motivations and concerns
10 11/17	What do we need more practice in?	TBD
11 12/1	Negotiation	Definition of negotiation https://www.beyondintractability.org/coreknowledge/negotiation Harvard's Four Principles of negotiation https://www.youtube.com/watch?v=RfTaFEeKKE Video summary of Never Split the Difference https://www.youtube.com/watch?v=QIRk382yJm4 Maire Dugan "Peaceful Change Strategies" (Negotiation and direct action together) https://www.beyondintractability.org/essay/Peaceful_Chg_Strats#narrow-body
12 12/8	Final role plays	Analysis of Ellen Ott Marshall mediation demonstration https://www.coursera.org/lecture/conflict-transformation/mediation-demonstration-V9wur
13 12/15	Final role plays	Reflection: Leading groups

Accommodations: For students who could benefit from writing assistance, or who ask for accommodations due to a disability, please contact the Student Services Team. Start with the Dean's office.

Plagiarism:

Plagiarism, the failure to give proper credit for the words and ideas of another person, whether published or unpublished, is strictly prohibited. All written material submitted by students must be their own original work; where the words and ideas of others are used they must be acknowledged. Additionally, if students receive editorial help with their writing they should also acknowledge it appropriately.

Credit will not be given for work containing plagiarism, and plagiarism can lead to failure of a course.

Faculty will report all instances of plagiarism to the Academic Dean. The Academic Dean will then collect documented details of the case and advance any recommendations for further action to the Academic Policy Committee. Through this process the situation will be reviewed and any additional penalties that may be warranted (up to and including expulsion from the school) will be determined. For clarity as to what constitutes plagiarism, the following description is provided:

1. Word for word plagiarism: (a) the submission of another person's work as one's own; (b) the submission of a commercially prepared paper; (c) the submission of work from a source which is not acknowledged by a footnote or other specific reference in the paper itself; (d) the submission of any part of another person's work without proper use of quotation marks.

2. Plagiarism by paraphrase: (a) mere re-arrangement of another person's works and phrases does not make them your own and also constitutes plagiarism; (b) paraphrasing another person's words, ideas, and information without acknowledging the original source from which you took them is also plagiarism. See Part II of Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, (7th Edition, University of Chicago Press, 2007) for an explanation of the proper ways to acknowledge the work of others and to avoid plagiarism.

3. Reuse of your own work: Coursework submitted for credit in one course cannot be submitted for credit in another course. While technically not plagiarism, this type of infraction will be treated in the same manner as plagiarism and will be subject to the same penalties. If you are using small amounts of material from a previous submitted work, that work should be referenced appropriately. When a student is writing their final program requirement (paper, project or thesis) it may be appropriate, with their advisor's permission, to include portions of previously submitted materials if properly referenced.

Other Academic policies are listed at <http://www.hartsem.edu/current-students/policies/>.

Inclusive language: Hartford Seminary is committed to a policy of inclusion in its academic life and mission. All members of the community are expected to communicate in language that reflects the equality of genders, openness to diverse cultural and theological perspectives, and sensitivity to one another's images of God.

Email Policy: The instructor will use the official Hartford Seminary student email address for all course communications. Students should check their hartsem.edu email account regularly.

Material and Use of Technology in class: There isn't much need for technology in this class. We're going to talk a lot (students more than instructor!); we're going to move around some. You'll want pen and paper for brainstorming during small group discussions, but generally you don't need to take notes. If something is important, we'll write it on the board, and you might want to take pictures of it at the end of class. There will be a couple of days when we'll be collaborating on a google doc, so it will be helpful if 3-4 people bring laptops. I'll let you know when these days are. During class, please keep your phones silenced and put away unless a loved one is in the middle of an emergency.