

## **PACS 3700 Communication and Conflict Management Course Syllabus and Policies**

### **Instructor Information**

#### **Instructor: Dr. Michael English**

I am the Director and Assistant Teaching Professor for the Peace, Conflict, and Security Program (PACS) for the University of Colorado Boulder. You can read more about me [here](#).

#### **Office Location**

My office is located in Norlin Library, room S423. My office is in suite S436 with the Special Undergraduate Enrichment Programs (SUEP) and the Norlin Scholars Program. Follow the signs for SUEP if you do not see signs for PACS.

#### **Office Hours**

My office hours are by appointment only. Please schedule an appointment [here \(Links to an external site.\)](#). I am always happy to meet with you either over Zoom or in person.

#### **Email**

You can reach me at [michael.d.english@colorado.edu](mailto:michael.d.english@colorado.edu). Please make sure to include the .d. in my email address or you are sending your message to someone else.

## **Course Information**

### **Description**

This course aims to provide students with an introduction to the theories and practices associated with contemporary study of conflict analysis and resolution (or CAR). CAR offers a diverse range of analytical tools and intervention strategies designed to address contemporary forms of conflict, ranging from interpersonal disputes to interstate warfare. In this particular course, we will focus on conflicts ranging from the interpersonal to the intergroup and community levels. As such the goal is to give you the skills to analyze conflicts in your own life, be it a conflict between roommates, coworkers, or even those occurring between members of a community.

Throughout the semester we will engage with the writings of foundational thinkers and current innovators in an effort to develop our skills as conflict analysts and potential conflict intervenors. We will explore the underlying sources of conflict and its dynamics, as well as consider modes of intervention related to the practices of facilitation, negotiation, mediation, and other group processes. Students will learn core theories, analytical techniques, models, and modes of practice essential to resolving conflict without recourse to violence and for building more peaceful and resilient communities.

\*This course is part of the [Peace, Conflict, and Security Program](#) offered through CU Boulder. If you are interested in the Certificate in Peace, Conflict, and Security, please check out the

website and schedule an appointment to meet with me. Students do not need to complete the certificate to take this course.

**\*\*If you are interested in conflict at the international level, PACS 3850: International Conflict Resolution and Peacebuilding is offered spring semester in person and regularly online through Continuing Education.**

### **Prerequisites**

It is recommended that you have taken PACS 2500, but not necessary.

### **Format**

This course will be run as a combination of lecture and seminar. Students and the instructor will embark on a collaborative learning experience, partaking in a range of activities and discussions designed to deepen our understanding of the assigned materials. This includes working in small groups, role plays, possible guest speakers, and other experiential activities that might take place inside or outside of the classroom. Student participation and preparedness are crucial to making the class a successful learning experience.

### **Learning Goals**

After completing this course, students will be able to:

- Identify key terminology, concepts, and theories, associated with conflict analysis and practices of peaceful intervention at the community and interpersonal levels;
- Compare the strengths and limitations of core theories used to analyze different types of conflict situations;
- Describe and apply practices of negotiation, facilitation, mediation, and dialogue;
- Deconstruct conflict situations in their personal lives;
- Evaluate the relationship between the analysis of a conflict and the methods of intervention.

### **Textbooks**

All readings for this course are available through Canvas as pdfs, webpages, or videos under the [Modules](#) section. Readings should be completed before class on the day they are listed. There are three primary textbooks that will engage with. You do not need to purchase the books but you can find them all as ebooks through [Norlin Library](#) if you are interested in reading them cover to cover:

- Hardy, Samantha. *Conflict Coaching Fundamentals: Working With Conflict Stories*. London: Routledge, 2021.
- Mayer, Bernard S. *The Dynamics of Conflict: A Guide to Engagement and Intervention*. New York, NY: John Wiley & Sons, 2012.
- McCorkle, Suzanne, and Melanie Reese. *Personal Conflict Management: Theory and Practice*. 2nd ed. New York, NY: Routledge, 2017.

### **Assignments**

#### **Overview of Assignments (1000 possible points)**

Your grade for this course is determined by the completion of assignments. There are 1000 possible points.

- Reading and Lecture Quizzes (37.5% of your final grade)
  - 3 take home quizzes completed through Canvas, 125 points each.
  - Due 9/21, 10/29, and 12/3
- Personal Conflict Assessment Video Essays (27.5% of your final grade)
  - 5 video essays (points vary across essays)
  - Must complete all videos to earn credit for this assignment.
  - Due 8/28, 9/4, 9/18, 10/15 and 12/3.
- In-Class Conflict Facilitations (25% of your total grade)
  - Must be present in person and completed prep work prior to session to earn these points.
    - 12/5, 12/7, and 12/12 are worth 50 points each.
    - 12/14 is an in-class final simulation worth 100 points
- Final Essay (10% of your total grade)
  - The final essay is worth 100 points.
  - Prompt distributed during final week.
    - Can be done with a partner if you make me aware during class on 12/7.
  - Due 12/17

A full discussion of the course assignments can be found: [Assignment Details](#)

### **Schedule**

There are five units in the course.

1. Unit One: Dynamics of Conflict
2. Unit Two: Sources of Conflict
3. Unit Three: Communication and Conflict
4. Unit Four: Conflict Intervention
5. Unit Five: Skill Development

A full version of the course reading schedule and bibliographic information can be found: [Course Calendar and Reading Schedule](#) or at the end of the syllabus.

### **Grade Scale**

Your final grade for this course is determined by the number of points acquired through exams and assignments. There are 1000 total points possible. The grading scale is as follows:

- A (1000-940 points)
- A- (939-900 points)
- B+ (899-870 points)
- B (869-830 points)
- B- (829-800 points)
- C (799-700 points)
- D (699-650 points)
- F (649 points or below and/or student has 6 or more unexcused absences)

## Course Policies

### Attendance

#### **Class Attendance is Mandatory**

Failure to attend class and/or disruption can be grounds for your final grade to be reduced or, in extreme cases, to receive an automatic F or be dropped from course.

You are expected to attend class on time and be prepared to participate in class discussions and activities. To record attendance, the instructor will either call out attendance or pass around a sign-in sheet during the class session.

*As per guidance from the University of Colorado Boulder, the instructor no longer distinguishes between excused and unexcused absences.* Therefore, it is your responsibility to save your absences in case you need them due to sickness or other emergencies. You are only to contact the instructor about an absence if it is a medical emergency lasting more than 1 week.

- **Students are allowed to be late or absent four times without a deduction to their final grade.**
  - A fifth absence will result in a full letter grade deduction off your final grade for this course.
  - Students with six or more absences will receive an F in this course.
- **Students are allowed to be partially present (tardy) for class four times without a deduction to their final grade.**
  - I consider you to be tardy if you are more than 5 minutes late to the start of a session.
  - If you are tardy five times, it will result in a ½ letter grade deduction of your final grade for this course.
  - You will lose a ½ letter grade off your final grade for each time you are tardy thereafter.

#### **Please Contact Disability Services If You Have Issues with Attendance**

- If you have issues with mental health (stress, anxiety, depression, etc...) and this prevents you from attending class, please schedule an appointment with [Disability Services](#)[Links to an external site.](#). They can work with you to address your health needs and in many cases provide you with an accommodation letter or Flex Plan for excused absences due to mental health reasons.
- If you need support with mental health issues, please reach out to CU's [Counseling and Psychiatric Services \(CAPS\)](#)[Links to an external site.](#) CAPS offers support to all CU students.

### Participation

Participation in class can take many forms. I know not all students are comfortable with speaking in front of a large group, which is why I will employ a number of strategies to allow for various participation types.

However, there is a difference between discomfort and distraction. Distraction takes away from our ability to learn together as a group. Students will lose points for participation if they are engaged in any of the following behaviors that distract from the learning environment such as: working on materials for other courses, surfing the web or watching TV on their devices, or having conversations not related to the material under discussion. Earbuds and headphones are not allowed.

**Students will receive a warning for a first offense.**

- A second offense will result in 10% deduction off your final grade.
- A third offense will be grounds for administrative action as per CU Boulder policy.

### **Waitlist**

#### What if I join the class late?

Students who register for the course after the term has already started are responsible for making up work they have missed and obtaining any lecture notes from peers. Late work should be completed within 7 days of joining the course. The attendance policy for missed sessions and tardiness comes into force on the first day a student joins the class. It is recommended that you introduce yourself to me after your first class so that you are not accidentally penalized.

#### What if I'm on the waitlist?

If our classroom capacity allows, I will try my best to admit students listed on the waitlist. I am restricted by university policy to follow the fire marshal's posted room occupancy limits, regardless of the number of desks or chairs. If, for example, the capacity states 50, that's the cap. If you are on the waitlist, I encourage you to attend class, since there will no doubt be a few drops during the first week. However, I cannot guarantee you a place, nor can I adjust the order of the waitlist to prioritize admission.

### **Late Work**

Please complete the required assignments and readings by the due dates listed on Canvas. All work must be submitted electronically through Canvas as a watchable video, Word document, or discussion post unless otherwise noted. **Late work will be docked 25% off per day it is past due.** All due dates and exam dates are available to you in advance for planning purposes.

Students should contact me prior to the due date if they have a concern regarding an assignment and are seeking an extension. Exceptions for extended due dates and make-up exams are considered on a case by case basis, which requires a discussion with me.

Accommodations for students with disabilities must be handled by the office of Disability Services, which determines accommodations based on documented disabilities. Please contact Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). More information on accommodations is listed below under the Accommodations Statement section. When your accommodations are approved, please schedule an appointment with me to present your letter(s) and to discuss how we can make sure your needs are met.

## Technologies

We will use the Canvas (and likely the Zoom) as part of our course. Canvas works best in Firefox and Chrome. If you use another type of browser, please be warned that some things may not function properly. It is your responsibility to familiarize yourself with the platform since you will need to do everything for this course on it, including submission of all your assignments. If you need help with technology, please contact the [Office of Information Technology](#). I would love to be able to help you with all your tech needs, but I'm not that person.

In the classroom, the use of laptop computers and tablets for the purposes of note-taking and accessing readings is permitted as long as the user does not engage in activities such as emailing, searching the web, playing games, or anything that might be of distraction to the class and its members. Students may also not wear earbuds or headphones during class. Students violating this policy will be asked to leave the classroom for the remainder of that class session. The instructor reserves the right to revoke the use of laptops and tablets in the classroom at his discretion.

Mobile phones should be set to silent and kept out of sight for the duration of the class. Students who violate this policy will be asked to leave the classroom for the remainder of that class session. Please speak with the instructor before the start of class if there is an emergency situation that requires you to have your phone out during the session.

## Email

I typically respond to emails within 24 hours during the work week (Monday through Friday). If you do not get a reply within 36 hours, please send me a follow-up email. The answer to most general questions can be found within the syllabus, so please double check it before sending your email.

**Kindly remember that an email is not a text message.** Make sure to include your full name, the course and section number you are taking with me, and a detailed explanation of the issue. You do not need to email me if you are going to miss class unless it is a prolonged absence due to a medical emergency lasting more than one week.

**Never email your instructor and ask, "Did I miss anything important?"** Of course you did. It is on you to get notes from a classmate, and then, if you have questions or concerns about the material you missed, to schedule a meeting with me to discuss specific issues that you have identified. I am always willing to chat with you during office hours about the course content.

## Office Hours

I hold office hours by appointment only. This is in part to encourage students to be proactive in meeting with me and to make sure that we have the time to appropriately address your questions when we do meet. I am generally unable to stay very long after class because of my teaching schedule.

You may schedule an office visit with me [here](#).

Office hours are available both in person and over Zoom. If you need a time outside what is listed on my scheduler, please email me with some options that work for you.

### **Letters of Rec**

At some point, you may need the dreaded letter of recommendation or professional reference. I know how difficult it can be to get these from faculty. I am always happy to support students in this way, but I do have some criteria that you must meet. Things to keep in mind:

- **You are currently registered for the PACS Certificate and have taken at least two courses with me;**
- Maintain a B average in my classes;
- Did not have more than 4 unexcused absences in each of these courses;
- You should be able to describe the job, internship, or program you are applying for and your interest in it;
- Provide me with a current copy of your resume (or we can build one if you need it);
- Ask politely.

If this is something you require, please send me an email to get the conversation started.

## University Mandated Policies

### **Accommodations for Disability**

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or required medical isolation for which you require an accommodation, see [Temporary Medical Conditions](#) on the Disability Services website.

### **Classroom Behavior**

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy.

For more information, see the [classroom behavior policy](#), the [Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

### **Requirements for Infectious Diseases**

Members of the CU Boulder community and visitors to campus must follow university, department, and building health and safety requirements and all public health orders to reduce the risk of spreading infectious diseases.

The CU Boulder campus is currently mask optional. However, if masks are again required in classrooms, students who fail to adhere to masking requirements will be asked to leave class. Students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct & Conflict Resolution. Students who require accommodation because a disability prevents them from fulfilling safety measures related to infectious disease will be asked to follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

For those who feel ill and think you might have COVID-19 or if you have tested positive for COVID-19, please stay home and follow the [further guidance of the Public Health Office](#). For those who have been in close contact with someone who has COVID-19 but do not have any symptoms and have not tested positive for COVID-19, you do not need to stay home.

**If you are quarantined, please notify the instructor as soon as possible.**

### **Preferred Name and Pronouns**

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

### **Honor Code**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [Honor Code](#). Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty.

All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: [honor@colorado.edu](mailto:honor@colorado.edu), 303-492-5550. Students found responsible for violating the [Honor Code](#) will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Visit [Honor Code](#) for more information on the academic integrity policy.

### **Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, protected-class discrimination and harassment, and related retaliation by or against members of our community on and off campus.



Visit [OIEC](#) for or more information about university policies, [reporting options](#), and support resources. If you believe you may have been subjected to misconduct, [email OIEC](#) or call 303-492-2127

Faculty and graduate instructors are required to inform OIEC when they learn of any issues related to these policies regardless of when or where they occurred. This ensures that individuals impacted receive information about their rights, support resources, and resolution options. Visit the [Don't Ignore It page](#) to learn more about reporting and support options.

### **Religious Holidays**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If this applies to you, please speak with me directly as soon as possible at the beginning of the term. See the [campus policy regarding religious observances](#) for full details.

## **Course Calendar and Reading Schedule**

### **Unit One: Dynamics of Conflict**

#### **Week 1**

Tuesday: Introductions / Course Overview

- No required reading.

Thursday: Getting Started with Conflict

- Mayer, "Why We Intervene in Conflict," 333-344

#### **Week 2**

Tuesday: Assumptions about Social Conflict

- Mayer, "The Nature of Conflict," 3–32
- Optional Reading: Deutsch, Morton. "Cooperation, Competition, and Conflict." In *The Handbook of Conflict Resolution: Theory and Practice*, edited by Peter T. Coleman, Morton Deutsch, and Eric C. Marcus, 3–28. New York, NY: John Wiley & Sons, Incorporated, 2014.

Thursday: Stages of Conflict / Escalation and De-escalation

- Brahm, Eric. "Conflict Stages." *Beyond Intractability*. Eds. Guy Burgess and Heidi Burgess. Conflict Information Consortium, University of Colorado, Boulder. Posted: September 2003 <<http://www.beyondintractability.org/essay/conflict-stages> (Links to an external site.)>

#### **Week 3**

Tuesday: Conflict Styles

- Conflict Management - University of Colorado Boulder (Read the webpage and then take the online quiz!)
- McCorkle and Reese, "Conflict Style and Emotional Intelligence," 110-132
- Optional Reading: Mayer, "How People Conflict," 33-66

### **Unit Two: Sources of Conflict**

Thursday: Using Power in Conflict

- Mayer, "Power and Conflict," 67-91.
- Optional Reading: Summary of Kenneth E. Boulding, *Three Faces of Power*, (Newbury Park, California: Sage Publications, 1989).  
<https://www.beyondintractability.org/bksum/boulding-three>

#### **Week 4**

Tuesday: Basic Human Needs

- Marker, Sandra. "Unmet Human Needs." *Beyond Intractability*, 2003.  
[https://www.beyondintractability.org/essay/human\\_needs](https://www.beyondintractability.org/essay/human_needs).
- Tint B., Zinkin M. (2014) Engaging Personal Peace: Micro and Macro Facets of Needs, Emotions and Mindfulness. In: Sims G., Nelson L., Puopolo M. (eds) *Personal Peacefulness*. Springer: New York, NY.

Thursday: Social Identity

- McLeod, S. A. (2008). Social identity theory. Retrieved from  
<https://www.simplypsychology.org/social-identity-theory.html>
- Hogg, Michael A. "Social Identity Theory." In *Understanding Peace and Conflict Through Social Identity Theory: Contemporary Global Perspectives*, edited by Shelley McKeown, Reeshma Haji, and Neil Ferguson, 3–17. Springer: NY 2016.

#### **Week 5**

Tuesday: Race, Class, and Gender

- McCorkle and Reese, "How Sex/Gender, Race, Culture, and Generation Affect Conflict," 60-75
- Coaston, Jane. "The Intersectionality Wars." *Vox*, May 20, 2019.  
<https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination>.
- Optional: Birkhoff, J. E. (n.d.). Gender, conflict and conflict resolution. Mediate.com. Retrieved from <https://mediate.com/gender-conflict-and-conflict-resolution/>

Thursday: Culture and Intercultural Communication

- Lebaron, Michele. "Culture and Conflict." *Beyond Intractability*, 2003.
- Patel, Fay, Mingsheng Li, and Prahalad Sooknanan. "Intercultural Communication in the Global Workplace." In *Intercultural Communication: Building a Global Community*, 90–112. India: SAGE Publications, 2011.
- Optional" Mayer, "Culture and Conflict," 92-120.

#### **Week 6**

Tuesday: Conflict Assessments

- McCorkle and Reese, "Conflict Assessment," 161-175
- Optional Reading: Hocker J. L. & Wilmont, W. W. (2001). "Conflict Assessments" in *Interpersonal Conflict*, 6th ed. (pp. 202-207). Madison, WI: Brown and Benchmark.

#### **Unit Three: Communication and Conflict**

Thursday: Conflict Stories - Narrative and Conflict

- Hardy, "Conflict Stories, Narrative, and Genre," 3-9
- Cobb, Sara. "Speaking of Violence." In *Speaking of Violence*, 20–43. New York: Oxford University Press, 2013.

- Optional Reading: Simmons, Solon. "The Story System." In *Root Narrative Theory and Conflict Resolution: Power, Justice and Values*, 23–34. London: Routledge, 2020.
- Optional Reading: Bar-Tal, Daniel, Neta Oren, and Rafi Nets-Zehngut. "Sociopsychological Analysis of Conflict-Supporting Narratives: A General Framework." *Journal of Peace Research* 51, no. 5 (2014): 662–75.

### **Week 7**

Tuesday: Conflict Stories - Melodrama

- Hardy, "The Melodramatic Conflict Narrative, " 22-31
- Hardy, "The Problem with Melodramatic Narratives, " 56-64

Thursday: Conflict Stories - Tragedy and Complexity

- Hardy, "Tragedy, " 65-79
- Hardy, "The Shift From Melodrama to Tragedy," 80-88

### **Week 8**

Tuesday: Communication, Part 1 - Communication Overview

- Mayer, Communication, 182-210

Thursday: Communication, Part 2 - Listening

- McCorkle and Reese, "Listening and Seeking Information," 91-108

### **Week 9**

Tuesday: Communication, Part 3 - Reframing and Nonviolent Communication

- Rosenberg, M. B. (2003). *Communication that blocks compassion*. In *Nonviolent communication: A language of life* (pp.15-24). Encinitas, CA: PuddleDancer Press.
- Optional Reading: Schütte, Brendan. Remarkable Reframing. *Journal of Mediation and Applied Conflict Analysis*, 2015, V2 N1, 11pages.

Thursday: Communication, Part 4 - Difficult Conversations

- Selections from Stone, Douglas, Bruce Patton, and Sheila Heen. *Difficult Conversations: How to Discuss What Matters Most*. New York: Penguin Books, 2010.
- Chen, Alex. "Here Are My Key Highlights Taken from the Book Difficult Conversations by Douglas Stone, Bruce...." Medium (blog), July 25, 2019.  
<https://alexchen373.medium.com/here-are-my-key-highlights-taken-from-the-book-difficult-conversations-by-douglas-stone-bruce-eb516953d07a>.

## **Unit Four: Conflict Intervention**

### **Week 10**

Tuesday: What People Want from Resolution

- Mayer, "Resolving Conflicts," 123-145

Thursday: Our Role in Conflict

- "The Third Side," *The Third Side* (blog), accessed August 5, 2019,  
<https://thirdside.williamury.com/what-is-the-third-side/>.
- "3S Roles Everyone Plays" *The Third Side* (blog), accessed August 5, 2019,  
<https://thirdside.williamury.com/category/tools/3s-roles-everyone-plays/>.
- Optional Reading: Mayer, "Engaging Conflict," 146-181

### **Week 11**

Tuesday: Negotiation

- McCorkle and Reese, "Negotiation," 133-160

- Optional Reading: Mayer, "Negotiation," 211-244
- Optional Reading: The Decision Lab. "Anchoring Bias," 2022. <https://thedecisionlab.com/biases/anchoring-bias>.
- Optional Reading: "Roger Fisher on a Better Way to Negotiate, Part 1." *Farnam Street* (blog), March 16, 2016. <https://www.fs.blog/2016/03/roger-fisher-negotiation>.

#### Thursday: Facilitation

- Selection from Jones, M.L. (2020). *Mastering Facilitation: A Guide for Assisting Teams and Achieving Great Outcomes* (1st ed.). Routledge.
- "A Short Guide to Facilitating Meetings." Seeds for Change. Accessed April 17, 2018. <http://www.seedsforchange.org.uk/shortfacilitation>.
- Optional Reading: Sandra Cheldelin and Terrence Lyons, "Facilitation and Consultation," in *Conflict: From Analysis to Intervention*, ed. Sandra Cheldelin, Daniel Druckman, and Larissa A. Fast (London: Continuum, 2003), 254–68.

### Week 12

#### Tuesday: Dialogue

- Schein, Edgar. "The Process of Dialogue: Creating Effective Communication." *The Systems Thinker*, February 25, 2016. <https://thesystemsthinker.com/the-process-of-dialogue-creating-effective-communication/>.

#### Thursday: Community Building and Consensus

- Strand, P. (2006). Civic engagement: A guide for communities (Links to an external site.). *The Arlington Forum*.
- Optional Reading: "Consensus Decision Making." Seeds for Change. Accessed April 17, 2018. <http://www.seedsforchange.org.uk/consensus>.
- Optional Reading: Mayer, Other approaches to conflict intervention, 301-332

### Week 13

#### Tuesday: Mediation

- Selections from: Hanaway, M. (2020). *Psychologically Informed Mediation: Studies in Conflict and Resolution* (1st ed.). Routledge.
- Optional Reading: Mayer, "Mediation," 269-300

#### Thursday: Restorative Justice

- Boyes-Watson, C. "Looking at the Past of Restorative Justice." In Gavrielides, T. (Ed.). (2018). *Routledge International Handbook of Restorative Justice* (1st ed.) 7-20. Routledge.
- Optional Reading: Howard Zehr, "Overview" in *The Little Book of Restorative Justice*. (Intercourse, PA: Good Books, 2003), 1-18.

### Unit Five: Skill Development

### Week 14

#### Tuesday: Conflict Facilitation #1

- Facilitation prompt distributed before class.

#### Thursday: Conflict Facilitation #2

- Facilitation prompt distributed before class.

### Week 15

#### Tuesday: Conflict Facilitation #3

- Facilitation prompt distributed before class.

Thursday: Final Conflict Facilitation and Course Wrap-Up

- Facilitation prompt distributed before class.