

HOWARD COMMUNITY COLLEGE
CRES 201 – CONFLICT AND PROCESS
Taught as Independent Study
Fall 2010

INSTRUCTOR INFORMATION

Professor: Kathryn B. Rockefeller, J.D.
Day, Time and Location: N/A
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COURSE DESCRIPTION

This course will provide students with knowledge about different conflict resolution processes. Wherever possible, theories of conflict resolution approaches will be complemented with practical examples. Conflict resolution processes highlighted include: facilitation, mediation, negotiation, arbitration, judicial methods, and restorative justice. Prerequisite: CRES 155 (3 credits).

COURSE OBJECTIVES

Students will be provided a learning opportunity to:

1. Describe and understand the continuum of processes for conflict management and resolution, including negotiation, mediation, facilitation, arbitration, judicial methods and restorative justice.
2. Practice or observe different conflict resolution processes, or acceptable alternative in the case that the course is taught as an Independent Study.
3. Identify and practice organizational aspects of conflict resolution.
4. Become familiar with some of the major theoretical perspectives about conflict.
5. Understand some of the contextual aspects of conflict in action.

REQUIRED TEXTS

Collaborative Approaches to Resolving Conflict, Warren Isenhardt, Myra and Michael L. Spangle, Sage Publishing, 2000, Thousand Oaks, CA

The Little Book of Restorative Justice, Zehr, Howard, Good Books, 2002, Intercourse, PA

CRES – 201 COURSE SYLLABUS
Fall, 2010 – Independent Study

Weeks 1 and 2

August 30 - September 6:
Reading Assignment:
Written Assignment #1:

Theoretical Perspectives and Conflict in Action
Warren Isenhart & Spangle, pp. 1 - 28
Due September 6

Week 3

September 13:
Reading Assignment:

Meet with Professor – 11 a.m., Sept. 13
Negotiation
Warren Isenhart & Spangle, pp. 45 - 58

Written Assignment #2:
BEGIN SHORT PAPER

Due September 13
Careers in Conflict Resolution

Week 4

September 20:

Mediation History and Overview;
What do Careers in Conflict Resolution Look Like?
Warren, Isenhart, pp. 71-85
Due September 20

Reading Assignment:
SHORT PAPER OUTLINE DUE

Week 5

September 27
Reading Assignment:

Meet with Professor – 11 a.m., Sept 27
Facilitation
Warren Isenhart & Spangle, pp. 105-117

Week 6

October 4
Begin Outreach Project:

No reading, keep working on Short Paper.
What does “Outreach” look like for Community
Mediation Centers?

Outreach Project: Create Table Display about Conflict Resolution using articles, cartoons, etc. to draw additional attention to the MCRC Table at the Courthouse. Also, create bookmark or card to distribute to courthouse personnel to highlight Conflict Resolution Week and MCRC. Deliver these, with Kathy Rockefeller, to District Court on morning of October 18, 9:00 am.

Week 7

October 11
SHORT PAPER DUE

No reading, keep working on Outreach Project
Due October 11.

(Submit electronically to kathyrockefeller@howardcc.edu or in paper at DH-336. If no one is there, put under door.)

Week 8

October 18:

International Conflict Resolution Week!

Visit to District Court, October 18, 2010, 9 a.m. to set up Outreach Project and meet key court personnel (with professor)

October 21:

Attend Conflict Resolution Day Celebration in DH
Lobby – 11 am – 1 pm (optional)

Reading Assignment:

Arbitration
Warren Isenhart & Spangle, pp. 129-145

Week 9

October 25

Reading Assignment:
Written Assignment #3:

Designing Systems for Conflict Management
Warren Isenhart & Spangle, pp.161-175
Due October 25

Week 10

November 1:

Reading Assignment:
Written Assignment #4:
BEGIN LONG PAPER:

Meet with Professor, Nov 1, 11:00 am.
Designing Systems, Conflict Management (cont'd)
Warren Isenhart & Spangle, pp. 183-200
Due November 1
Designing a Conflict Resolution System

Week 11

November 8:

Reading Assignment:
Written Assignment #5:

Restorative Justice
Zehr, pp. 1 - 42.
Due November 8

Week 12

November 15:

Restorative Justice Conference
Written Assignment #6:

Restorative Justice
Attend conference @ HCC: November 18, 19
Due November 15 (same reading as Nov 8)

Week 13

November 22:

LONG PAPER OUTLINE DUE

Meet with Professor, 11 am
November 22

Week 14

November 29

Reading Assignment:
Written Assignment #7:

Work on long paper.
Restorative Justice Practices: Handouts
Due November 29

Week 15

December 6

No additional assignments
Work on long paper

Week 16

December 17

LONG PAPER DUE

Due December 17
(Submit electronically to kathyrockefeller@howardcc.edu or in paper at DH-336. If no one is there, put under door.)

GRADING

6 (out of 7) Written Assignments	[50 points each]	300 points
Outreach Project		150 points
Short Paper		150 points
Long Paper		<u>400 points</u>
		1000 Total

Written Assignments (50 points each)

Student must hand in at least 6 of the 7 Written Assignments based on the weekly readings. They are due at the beginning of the class meeting. Late assignments will not be accepted. (You have the option to submit 6 out of 7.)

Written Assignments should not be lengthy, and contain questions based upon the reading. They may be answered in outline form. In any case, they should not be longer than two pages double-spaced, 12 font.

Outreach Project (150 points)

Student will be graded on creativity, relevance to audience (both visitors to courthouse, and courthouse personnel), and attractiveness of presentation. Discuss budget with professor.

Short Paper (150 points)

This paper is designed to help students consider possible career paths in conflict resolution. The darkened pages in Warren, Isenhart & Spangle are examples of people who are active practitioners in the field, and they may be a good place to begin thinking about this assignment. Choose one way of working in conflict resolution, and conduct research to answer these questions in your paper:

1. What would a typical workday look like in this field?
2. How would practitioners in this field be expected to dress?
3. What range of salaries might be expected?
4. What level of education is required?
5. Are there opportunities for advancement? Explain.
6. Would you find this career personally rewarding? Explain.

If you know someone who is practicing in the field, you may use interviews to collect some of your answers. Be sure to cite all sources. This paper should be 4-5 pages, double-spaced, 12 font. Papers will be graded on content, grammar, and resources.

Long Paper (400 points)

This assignment invites the student to think about organizational conflict and to develop a plan for decreasing it. Think of an organizational conflict (real or fictional) and describe its features and nature. Then, design a Dispute Resolution System for the organization. Consider factors that might influence success or failure of your system. Include a realistic timeline for implementation, including any training needed. Write the paper from the point of view of a consultant who has been hired by the company to help decrease conflict in the organization. The paper should be 9-10 pages, double spaced, 12 font. Papers will be graded on content, grammar, and resources.