9 March 15  **Reading:** Bush and Folger, Chapter 5
Mediation Manual, TBA
Power / Cultural, Class, and Gender Diversity

10 March 22  **Reading:** Bush and Folger, Chapter 6
Mediation Manual, TBA
The Mediation Process

11 March 29  **Reading:** Bush and Folger, Chapter 7
Mediation Manual, TBA
Mediation Role Play

12 April 5  **Reading:** Bush and Folger, Chapter 8
Mediation Manual, TBA
Mediation Role Play

13 April 12  **Reading:** Bush and Folger, Chapter 9
Mediation Manual, TBA
Mediation Role Play

14 April 19  **Reading:** Mediation Manual, TBA
Clinic / Ethics / Practicing as a Mediator

15 April 26  **Reading:** Bush and Folger, Chapter 10
Mediation Role Play

16 May 3  **Reading:** Mediation Manual, TBA
Mediation Role Play
Wrapup / Evaluation / Self-Assessment due

Thursday, May 8  Policy paper due
**Terri’s contact info:**
Home phone: 637-3401  
Email: Use the WebCT mail tool.  Personal email: tlemrick@comcast.net

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**Topic outline and reading assignments**

Note: The *Mediation Manual* should be available at the January 26 class meeting. Regular readings will be assigned when the manual is made available.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading Assignment and Class Topic</th>
</tr>
</thead>
</table>
| 1    | Jan 12 | Philosophy, Organization, & Overview of the Course  
Introductions / Expectations                          |
| 2    | Jan 19 | **NO CLASS MEETING: MARTIN LUTHER KING, JR. HOLIDAY**  
Attend a memorial celebration if at all possible. Reflect on King’s  
techniques of nonviolent conflict resolution and social change. |
| 3    | Jan 26 | **Reading:** Bush and Folger, Preface, Introduction, Chapter 1  
Perceptions of Conflict / The Nature and Dynamics of Conflict |
| 4    | Feb 2  | **Reading:** Bush and Folger, Chapter 2  
Metaphors for conflict                                    |
| 5    | Feb 9  | **Reading:** Gilmore and Fraleigh, *Style Profile for Communication at Work.*  
Mediation Manual, TBA  
Personal Styles and Conflict                             |
| 6    | Feb 16 | **Reading:** Bush and Folger, Chapter 3  
Mediation Manual, TBA  
Negotiating / Conflict Styles                           |
| 7    | Feb 23 | **Reading:** Libove, *Learning to Listen*  
Mediation Manual, TBA  
Listening and Attending Skills                           |
| 8    | March 1| **Reading:** Bush and Folger, Chapter 4  
Mediation Manual, TBA  
Conflict Analysis and Intervention                      |
|      | March 8| **NO CLASS SCHEDULED – SPRING BREAK**                                                               |
• Be enthusiastic, knowledgeable, and organized.
  Within reason, of course. Instructor enthusiasm is highly correlated with student
  learning. And, as you’ll see, we’re really excited about sociology and mediation in
  general and this course in particular. We really want you to learn this material because
  we think it’s useful and valuable in living your life.

• Take responsibility for creating a safe, productive, and fun learning environment.
  As instructors we will endeavor to create a safe, supportive environment in which you
  can take risks and learn conflict resolution techniques. We are all responsible, however,
  for fostering a sense of community in the class that is tolerant and supportive. Learning
  to deal productively with conflict is serious, hard work. But we will try to have fun, too,
  when it is appropriate.

• Provide a variety of learning aids.
  We will make every reasonable effort to help you be successful in this course. If you
  want to learn about conflict resolution, we want to help you do it (and to certify at the end
  that you have in fact done so). Pat has written and compiled an extensive, state-of-the-art
  manual, incorporating the best sources of conflict resolution material. Handouts will also
  provided when appropriate.

• Accommodate any disability, if at all possible.
  If you have or acquire any sort of disability that may require accommodation, we urge
  you to discuss it with us (preferably after class or during office hours). We want to do
  everything that we can to help everyone who wants to succeed in this course. If you want
  to find out what special services and accommodations are available on campus, you are
  encouraged to contact Services for Students with Disabilities in Walb 118 & 218 (481-
  6657, voice/TDD). http://www.ipfw.edu/ssd/

• Be available as a consultant for any course-related or mediation-related issue.
  Schedule an appointment, stop by, e-mail, call us, or chat online. We’d like to talk with
  you.

How to contact us

If you have any questions or concerns about the subject matter or your performance in this
course, we urge you to contact us (sooner is better than later, but anytime is better than no time).
The preferred way to communicate with us is through the electronic mail (or, if appropriate, the
chat) function in WebCT. Log into this course in My WebCT and click on the Mail tool or the
Who’s Online tool. If for some reason you can’t get on WebCT, our e-mail addresses are listed
below.

Pat’s contact info:
Office: CM 235  Phone: 481-6669 (voice mail available)  Home phone: 485-6314
Email: Use the WebCT mail tool.  University email: ashton@ipfw.edu
Office hours: TR 12:00 – 1:30 pm; or by appointment (Check “Who’s Online” in WebCT.)

Sociology Office: CM 241  Phone: 481-6842  Fax: 481-6985
WRITE A POLICY REPORT. This is a technical report that will draw on the course materials, but will require some outside reading and research. The purpose of this report is to convince a target audience (real or hypothetical) of the benefits of utilizing conflict resolution and mediation techniques. In order to be convincing, you will have to bring in the latest empirical and theoretical research. The goal is to make specific recommendations about how conflict resolution and mediation strategies would benefit this particular audience. The report is expected to be 8-10 pages, computer-printed. Specifics on this project will be discussed in class.

How you’ll be graded

You are expected to attend every class. One excused absence will have no immediate consequence for your grade (though it may affect your learning!). Any unexcused absence, or any absence beyond one excused absence, will result in the loss of one entire grade level in your final grade. Thus, if you do “A” work in everything else and miss two classes, you will receive a “C” for the course. If you do “B” work and miss three classes, you will receive an “F” as a final grade. Electronic discussions will not be individually graded; rather you will receive an overall discussion grade based on the percent of the total discussion topics to which you submit postings. Participation in electronic discussions will count as 15% of your final grade, and participation in class discussions and exercises will count as 25% of your final course grade. Your journal will count as 25%, your self-assessment as 15%, and your policy report as 20%.

Grading Summary:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic</td>
<td>15%</td>
</tr>
<tr>
<td>participation</td>
<td></td>
</tr>
<tr>
<td>Class participation</td>
<td>25%</td>
</tr>
<tr>
<td>Journal</td>
<td>25%</td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>15%</td>
</tr>
<tr>
<td>Policy Report</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Final grades for the course will be assigned according to the scale below. There will be no curve or extra credit work.

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = 59% & below

What we will do

- Take primary responsibility for designing and organizing the course so that students learn conflict resolution and mediation skills.

  We’ve had the time and training to think about this topic, so it’s appropriate that we take the lead. Your active participation in shaping the course to meet your needs is expected, however.
The following book is available at the bookstore as a supplemental resource for graduate students. It is not required, but you may find it useful for doing your policy report, described later.


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**What you’ll be expected to do**

**ATTEND CLASS REGULARLY.** Beginning with the second class meeting, attendance will be taken at each class session. It is essential that you are present in class not only so that you can learn the skills of conflict resolution, but so that you can help other class members learn them as well by building a supportive learning community.

**ACTIVELY PARTICIPATE IN CLASS.** Given the skill-based learning and certification aspects of this course, it is imperative that every student participates actively in all class sessions. This course will require you to challenge yourself and take some risks as you engage in role plays, dramatizations, and group discussions to learn conflict resolution techniques.

**PARTICIPATE IN ONLINE DISCUSSIONS AND ACTIVITIES.** In order to create additional time for discussion and reflection on the skills learned and the issues raised in this course, you will be required to participate in a number of electronic discussions and activities. In addition to allowing for more personal input, these electronic discussions ensure that every voice is heard and the greatest possible number of points of view is considered.

**KEEP A WRITTEN JOURNAL.** You will be expected to keep a journal throughout the term and make at least weekly entries in it. The purpose of the journal is to encourage you to reflect on the readings and in-class activities and to actively come to grips with the issues they raise. You will be required to turn in your journal for feedback from the instructors approximately bi-weekly during the semester. Each journal should discuss both the readings and the in-class activities from the class periods preceding it. The journal that you submit must be typed or computer-printed and stapled in the upper left corner only. Do not insert journals in folders or special covers. While it is expected that the journals will be informal and uniquely personal in style, they nevertheless should generally adhere to standard rules of grammar, spelling, syntax; those that fail to do so may be downgraded. Please spellcheck and proofread your journals carefully and correct obvious typos and mistakes. The journals will be due roughly every other week during the term. One of the journals that you submit will be read and commented on (but not graded) by another student in the course. Due dates for the journals are as follows:

- February 2, March 22 (to be read by a classmate and the instructors)
- February 16, April 12
- March 1, April 26

**WRITE A SELF-ASSESSMENT.** On the last day of class (May 3) you will turn in a 4-5 page typed or computer-printed self-assessment. In this paper you will discuss the extent to which your own goals for the course have been met, how this learning experience has affected you, and how you plan to use the knowledge and skills that you have gained here. You will also incorporate your journal for the previous class session. Further guidelines will be discussed in class.
1. Analyze and explain conflict and conflict resolution processes using some of the latest empirical and theoretical research.

2. Appropriately use active listening and centered communication techniques.

3. Explain personal styles and their impact on the dynamics of conflict and conflict resolution.

4. Analyze and explain how power and cultural differences impact mediation and conflict resolution.

5. Explain the mediation process and take on appropriate roles within it.

6. Mediate a variety of disputes as a community mediator.

7. Recommend policies with regard to the use of conflict resolution and mediation techniques in organizations and communities.

INSTRUCTOR CREDENTIALS. Pat Ashton has a Ph.D. in sociology with a concentration in conflict and social change. He received a certificate in community mediation in 1994 and a certificate in mediation training in 1995. He has participated in over 50 hours of advanced mediation training. Pat has conducted mediations in schools at the middle and high school level and in the community among neighbors and between members of a local organization. Pat has taught mediation and conflict resolution techniques to middle schoolers, neighborhood leaders, human service providers, and sociological practitioners. Pat is a founding board member of Common Ground, Inc., Fort Wayne’s volunteer community dispute resolution service. He wrote and designed most of the forms used by Common Ground, and was president of the organization for five years. Pat is a member of the national organizations Educators for Social Responsibility, the National Association for Community Mediation, and the Association for Conflict Resolution, where he holds a Practitioner/Educator certification. Pat currently serves as Director of the IPFW Peace and Conflict Studies Program. He helped design the Sociology department’s new Master of Sociological Practice degree and has served as Graduate Director.

GRADUATE ASSISTANT. Terri Emrick is a graduate of IPFW with a degree in General Studies and an Honors Certificate. She is currently pursuing a Masters in Adult Education at IUPUI. She has a certificate in community mediation and a certification in distance education.

Course materials you will need

The following book and pamphlets are required and are available for purchase in Follett’s Bookstore in the basement of Kettler Hall.


Laurie Ribble Libove, Learning to Listen. HRDQ, 1996.

The following manual will be made available at cost by the instructor in class.

Course goals and objectives

BACKGROUND. A sociological perspective tells us that conflict is an inevitable part of social life. As American society grows more diverse, complex, and fast-paced, the opportunities and occasions for interpersonal, organizational, and societal conflict increase immeasurably. Sociology further tells us that these conflicts can be constructive or destructive; how we respond to them can exacerbate difficulties or enhance the effectiveness of social relationships. Yet most of us have not learned how to deal constructively with conflict. More often than not, conflict is denied, avoided, or “swept under the rug.”

At the same time, there is in our society a growing dissatisfaction with formal mechanisms of dispute resolution. Civil courts have overcrowded dockets, leading to enormous delays in hearing grievances. Moreover, the court system, as well as many other administrative and judicial organizations, relies on a method of dispute resolution that is win/lose. This almost inevitably leads to one party — and often both of them — feeling unsatisfied with the outcome. Further, most formal dispute resolution techniques deal only with the specifics of a dispute, and don’t address the underlying relationship, or address it only peripherally. Fortunately, research and practice have led to the development of proven techniques for handling conflict constructively. Mediation and conciliation have been developed as formal techniques which not only resolve disputes, but deal with the underlying social relationship between the parties as well.

GOALS. This course aims to explore the nature of conflict in human social relations and strategies for conflict resolution. The course goals are for you to 1) learn and practice techniques for proactively and constructively dealing with interpersonal and intergroup conflict; 2) become certified as a community mediator; and 3) develop skills to recommend policies regarding conflict resolution and mediation. Upon successful completion of the course, you will receive a certificate identifying you as a community mediator. This will enable you, should you wish, to mediate a variety of disputes — e.g., neighbor-to-neighbor, landlord-tenant, workplace and school disputes, and some kinds of family disputes. This course will not, however, qualify you to work as a court-appointed family mediator. There are specific legal requirements for such a position, and the mediation course you take to become certified must itself be certified according to Indiana Supreme Court guidelines. This course is not certified in this way. But you will be able to use the skills learned in all aspects of your personal life and social relations, including informally mediating conflicts within families, work organizations, and within your community. You will also be able to formally mediate a variety of disputes outside of the family court system. This course is cross-listed with the Peace and Conflict Studies program.

OBJECTIVES. When you successfully complete this course you will be able to do the following: