

BOĞAZIÇI UNIVERSITY
Educational Sciences Department, Faculty of Education

Ed 313 – CONFLICT RESOLUTION
(Theory & Application) (2-0-2 Hours)(3 Credits)

Instructor: Hayal Köksal (Ph.D.)

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Web Pages: www.hayalkoksal.com www.kaliteokullari.com www.bilisimcimartilari.com

Blog: <http://conflictresolutionineducation.wordpress.com>

Office Hours: Will be determined and announced later.

Course hours: Tuesday (13-15), Thursday (9-10), New Hall 302

Course will Cover topics such as; cooperation and competition, power, culture, justice, negotiation and mediation, and violence, as related to theoretical and practical issues of conflict management and resolution at the interpersonal, intergroup, and organizational levels for the realization of peace. It will emphasize the links between theory, research, and practice in conflict resolution. It is an applied course in the ideas and skills which are useful when intervening in inter-group conflicts. The main target is to focus on how to attain a peaceful life through conflict resolution for the future students and citizens as well.

The structure of the course will consist of; introductory presentations given by the instructor, as well as discussions, exercises, and in-class PPT presentations performed by the students on the various topic areas that focus on the links of theory to practice, as well as a supervised out-of-class project. Team teaching approach will be utilized and it will be organized by Hayal Köksal. The contributing faculty will include: Fatoş Erkman, Nur Bekata Mardin, Gamze Gazioglu, Aylin Vartanyan, Maggie Pinar and more!

Course Objectives: At the end of the semester the students will:

1. Be well informed about the concept of conflict and conflict resolution, and
2. Have some practical skills in working with conflict.
3. Be familiar with the concepts of human dignity and humiliations.
4. Understand the importance of peace for the future of the world
5. Be applying the “İmece Circles Project Management” to their peace-oriented projects.

Course Organization:

- **Introduction:** Explanation of basic terms (e.g. human rights, peace, dignity, humiliation, conflict, discrimination, etc.) as well as the methodology of the course.
- **Brief History:** Historical & Current Perspectives on Peace Education & Conflict Resolution (CR). Current situation in the world, in neighbor countries and within Turkey.
- **Open Space Technology:** “Think, find, share, form your team, brainstorm & report Activity” for gaining awareness about peace, violence, conflict, human rights of all disabled groups, etc. (Formation of İmece Circles)
- **Seminar on Methodology:** İmece Circles Training & Sharing the previous samples.
- **Peace & Conflict Perspectives over 50 years:** Choosing one of the perspectives from Galtung’s Book (50 Years, 100 Peace & Conflict Perspectives) and preparing a Paper on it. (İC).
- **Competencies in Peace Education & Conflict:** Communication competencies will be presented and an example of good practice will be shared (CiCe p.14) & Relationship Tips by Hartling.(Maggie).
- **Living with Conflict:** Phases of Conflict, CR Processes. CR Techniques from Winpeace (Peace Education Book). Also an example of good practice concerning CR from CiCe (p.15). (Jenny)
- **Cultivation of Virtues:** as a means to avoiding conflicts (CiCe, p. 16). How can Human Rights Education help in spreading Value-Education? A sample case from India. (D. Mehrotra)

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- **Mid-Term PPT Presentations.**
- **Strategic Nonviolent Conflict** : Need for a Strategy, Planning, Unity and discipline, The Vision of Tomorrow, Power in Society, Pillars of Support, Obedience, Activating Nonviolent Power, Examples and explanations of failures & Successes, Managing movement: Leadership, characteristics and types, gender sensitivity, Overcoming Fear .
- **Course Evaluation** as future educators, citizens & parents.
- **Final project delivery as a CD.**

Course Requirements: Readings, discussions and exercises, in-class presentations, out-of-class projects, one short and two longer papers related to the mid-term and final exams (all double-spaced and 12 pt. font).

Course Evaluation:

1. Technical Seminar: **10%** (Project Management based upon SQC/IC)
2. Open Space technology for the realization of Consensus & Paper presentation: **20%** (One related article: one-page summary, a 10-minute- PPT presentation) (= one page of notes as to an incident of conflict/humiliation that you experienced, witnessed, or reflected upon) (PERSONAL) (Step 1)
3. Mid-Term Project: **30%** (Initial Phase of the final project: Literature reviewing, its summary, road map including causes and solutions)(One paper of 8-10 pages on your out-of-class project) (TEAM)(Step 2)
- Final Project: **30%** (A report/Final Term Paper of 10-15 pages to solve a general problem causing conflict and its PPT presentation) (PERSONAL) (Step 3)

Attendance: 10%

TOTAL: 100%

Course Materials:

1. Required Readings: The Required Reading Package consists of:

*Andersen, I., H.Hinge & C. Messina (2011). *Peace Education, Children's Identity & Citizenship in Europe (CiCe)*, London, UK.

* Hadjipavlou, M., (2011). Interactive Problem-Solving Workshop (IPS), *University of Cyprus, Cyprus.*

* Jordan, J. & L. Hartling,. (2011). *Relationship Tips*, Jean baker Miller Training Institute, USA.

* Mehrotra, D., (2010). *How can Human Rights Education Help in Spreading Value Education?*, CMS, Lucknow, India.

2.Suggested Readings:

- Boal, Augusto (2000). *Theater of the Oppressed*. Chippenham: Pluto Press.
- Boal, Augusto (2002). *Games for Actors and Non-Actors (A. Jackson, Trans.)*. New York: Routledge
- Bodine R.J., & Crawford D.K (2008)*Conflict Resolution Education*, Jossey Bass,.
- Breakstone,S., Drieblat,M.& Drieblat,K. (2009) *How to stop Bullying and Social Aggression* , Corwin Press.
- Cheldelin, S., Druckman, D. and Fast, L. (2003) *Conflict*
- Deutsch M., Coleman P. T.& Marcus E.C.(Editors) (2006) *The Handbook of Conflict Resolution: Theory and Practice*, Jossey-Bass.
- Drew, N. (2004), *Working Out Conflicts*, Free Spirit Publishind,
- Drew N. (2004)*The Kids' Guide to Working Out Conflicts: How to Keep Cool, Stay Safe, and Get Along*, Free Spirit Publishing.
- Eadie,W.,Nelson,P.E. (Editors,2001) *The language of conflict and resolution*, Sage Publ. Inc.
- Egan Gerard (2009 September)*The Skilled Helper*, Brooks/Cole Publishing Company
- Furlong G.T. (2005)*The Conflict Resolution Toolbox: Models and Maps for Analyzing, Diagnosing, and Resolving Conflict*, Wiley
- Galtung, J. (2009), *Çatışmaları Aşarak Dönüştürmek*, Usak yayınları, Ankara.
- Gilhooley, J. (2000) *Using Peer Mediation*, Corwin Press,UK.

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- Girard, K. & Koch, S. (1996), *Conflict Resolution in the Schools*, Jossey Bass, .
- Goodman A. H (2004) *Basic Skills for the New Mediator*, Solomon Publications
- Gök, F. & A. Şahin, (2003), *İnsan Haklarına Saygılı bir Eğitim ortamına Doğru*, Tarih Vakfı, İstanbul.
- Johnson D. W & Johnson F.P.(2008 April) *Joining Together: group theory and group skills*, Boston : Allyn and Bacon,
- Kite, D., (2006), *The Joy of a Child*, KülSanat, İstanbul.
- Kongar, E., (2006), *21. Yüzyılda Türkiye*, Remzi Kitabevi, İstanbul.
- Köksal, H., (2010), *Enqelleri Empatiyle Aşmak*, A+Pozitif Yayıncılık, İstanbul.
- Lindner, E.G., (2010), *Gender, Humiliation and Global security*, Praeger, USA.
- Montessori, M., (1995). *Education and Peace*, Clío Press, Oxford, UK.
- Moroğlu, N., (2009), *Kadınların İnsan Hakları Sözleşmesi*, XII. Levha Yayıncılık, İstanbul.
- (2011). *Kadına ve Aileiçi Şiddete Son vermek için elele*, CM, İstanbul.
- Popovic, S., A.Milivojevic, S. Djinovic, H. Merriman and İ. Marovic (2007), *A Guide to Effective Nonviolent Struggle*, Center for Applied Nonviolent Action and Strategies, Belgrade.
- Raviv, A., Oppenheimer, L., Bar-Tal, D. (Editors, 1999) *How children understand war and peace*, Jossey-Bass Publishers.
- Rohd, Michael (1998). *Theater for Community, Conflict and Dialogue*. Portsmouth, Heinemann.
- Rosenberg, B. M. (2003). *Nonviolent Communication*, Puddle Dancer Press. (Pages between 1-25, 49-67, & 91-1)
- Sertel, J., G.Kurt, (2004), *Winpeace Barış Eğitimi*, Eymür Kültür Vakfı, İstanbul.
- Tawil S. & Harley A. (2004). *Education, Conflict and Social Cohesion*, Harley, UNESCO.
- Thompson, Leigh () *The Mind and Heart of the Negotiator*
- Weibel C.(2006) *Handbook of Peace and Conflict Studies*, Routledge.

3. Online Resources:

- <http://www.nonviolent-conflict.org>
(Presentations can be accessed here: <http://www.nonviolent-conflict.org/index.php/learning-and-resources/educational-initiatives/fletcher-summer-institute/fsi-2010> and nonviolent conflict summaries can be viewed/download from: <http://www.nonviolent-conflict.org/index.php/movements-and-campaigns/movements-and-campaigns-summaries> <http://wagingnonviolence.org/2011/01/egypts-moment/>)
- Stanford University & Dalai Lama Panel: http://www.youtube.com/user/StanfordUniversity#p/u/33/S_xqCq2nIQ8
- Human Dignity and Humiliation Studies Network: www.humiliationstudies.org
"Dignity or Humiliation: The World at a Crossroad." This lecture of Prof. Lindner has been video-taped and you can see it from: <http://www.sv.uio.no/tjenester/kunnskap/podkast/index.html>.
- Center for Global Nonkilling: <http://nonkilling.org/node/18>
- ICNC Journals from the web page of International Center for Nonviolent Curriculum (<http://www.nonviolent-conflict.org>) and (<http://nonkilling.org/node/182>).
- www.cnvc.org
- www.siddetsiz-iletisim.com
- <http://video.google.com/videoplay?docid=-1826417866583583613#>

Calendar of The Spring Term (2012-2013):

	September	October	November	December
W	-	2/4	/1	4/6
E	-	9/11	JENNY 6/8	11/13
E	-	16/18	MAGGIE 13/15	18/20
K	25 / 27	23/25	GAMZE 20/22	25
S	-	30/	27/29	-

Visiting Professors: Maggie Pinar, Aylin Vartanyan, Nur Bekata Mardin, Jenny Sertel, Gamze Gazioğlu

Nonviolent communication by Maggie Pinar

An introduction to Non Violent Communication SM - To promote mutual understanding and peaceful solutions to conflicts in school and the community (based on the work of Marshall Rosenberg 'Nonviolent Communication: A Language of Life').

This programme aims to promote relationships based on mutual respect, compassion and cooperation through more effective communication as adults and professionals and with the children and young people in our care. It focuses on enhancing skills for the peaceful classroom and regards compassionate communication as the most effective way to achieve conflict management. Based on the philosophy of MK Gandhi, This methodology is proven to resolve conflicts peacefully and to contribute to the creation of social structures to support the active development of a non-violent community.

Key Question: How can we build a more positive community and schools embracing the principles of mutual respect, understanding, appreciation and concern in place of prejudice and aggression?

Theater As a Tool for Transformation by Aylin Vartanyan

This section of the course will concentrate on Theater of the Oppressed (TOP) created by the Brazilian dramaturge Augusto Boal. Theater of the Oppressed has its roots in Freirian critical pedagogy, which emphasizes problematizing an issue in a dialogue setting with the participants rather than transferring knowledge to the participants which Freire describes as "banking school of education". The first part of this section will establish a theoretical background about the concept and practice of the TOP and then look into the transformative aspect of TOP to resolve conflicts in communities or educational settings through interactive workshops. *"Theater is a language through which human beings can engage in active dialogue on what is important to them. It allows individuals to create a safe space that they may inhabit in groups and use to explore the interactions which make up their lives. It is a lab for problem solving, for seeking options, and for practicing solutions."* Augusto Boal

Suggested Reading List:

Boal, Augusto (2000). *Theater of the Oppressed*. Chippenham: Pluto Press.

Boal, Augusto (2002). *Games for Actors and Non-Actors* (A. Jackson, Trans.). New York: Routledge

Conflict Analysis and Mapping ; Transcending and Transforming Conflicts of Mini, Midi, Macro to Mega range by **Nur Bekata Mardin**.

Conflict Resolution Exercises by **Jennifer Sertel**

Empathy by **Gamze Gazioglu**

IMPORTANT!

Academic Integrity: Academic integrity is a fundamental value of Bogazici University and of higher education; therefore acts of cheating, plagiarism, and falsification will NOT be tolerated. If I determine such an act, I reserve the right either to assign a grade penalty, which is an F for the assignment/course, or to refer the case to the Discipline Committee.

Plagiarism is sometimes due to ignorance or confusion, but it is the responsibility of the student to know the rules. Those of you who are unsure about the standards for citations or for referencing their sources must seek that information from their instructors (which I have obtained below).

What is Plagiarism?

It is mainly;

- * Submitting the work of another person as original work;
- * Paraphrasing or directly quoting material from a source without sufficient or appropriate acknowledgment.

Plagiarism takes many forms, including;

- *Self-plagiarism (e.g.: submitting an assignment or part of an assignment written for another course or purpose),
- *Working on an assignment with another person when asked to hand in individual work,
- *Failing to differentiate clearly between your words and the language of your source,
- *Failing to note areas of agreement between your work and the work of other writers,
- *Using quotation marks in the wrong place,
- *Providing inadequate or incomplete footnotes or references,
- *Submitting a paper from the Internet (by the way, your instructor can trace it back!),
- *Putting together ideas from various sources (i.e.: patchwork) without putting them in the context of your work, or without offering original work.

Things to Remember to Avoid Plagiarism:

*You can ask help from your instructor, the assistant of the course, academic advisor to give you information about appropriate style for referencing sources in your discipline (including footnotes, bibliography, and use of quotations).

*Keep an accurate record of all your sources (including page numbers).

*Always distinguish between your ideas and the ideas of others, your words and the words of others. Acknowledge areas of agreement between you and others.

*When you are not sure, ask questions and keep your instructor or TA.

Policies: Regardless of whether or not you attend class; you are responsible for ALL the announcements and all the materials covered.

Note: Students with disabilities are responsible for making their needs known to the instructor, and seeking available assistance in a timely manner.