

**Fall 2014**  
**Conflict Resolution Course Descriptions**

**ConRes 621: Negotiation**

Negotiation is the bedrock skill in this field. The course addresses the development of negotiation techniques and fosters student knowledge of the substantial body of negotiation theory that is now available.

**ConRes 603: Advanced Negotiation**

Introductory Negotiation courses put the student inside the negotiation process to learn what we know, or think we know, or hope we know, about which buttons to push to get the results we hope for. This Advanced Negotiation course will continue to work on making the student a better negotiator; it will do so by asking about how negotiation connects to different contexts. Some questions addressed will include: How does negotiation relate to hierarchy, to politics, to persuasion/coercion? How do memories, fears, blind spots and aspirations affect how we negotiate, and how does negotiating affect them? Are these aspects of personality fixed or malleable? In what ways can negotiators design their own negotiation process?

**ConRes 623: Conflict Resolution Theory**

This course examines the theories and assumptions underpinning the practice of negotiation and mediation. It identifies the major schools of thought that influence models in practice and shape research agendas. It examines theories critically, with three aims-uncovering implicit assumptions of practice, testing those assumptions against empirical evidence or other theories, and gleaning insights to assist practitioners.

**ConRes 636: Conflict in Workgroups**

This course provides the participant with an opportunity to develop a deeper understanding of the dynamics of work groups, with an emphasis on processes of conflict within them, and to develop skills to deal constructively with intra- and inter- group conflict. Class sessions will deal with conceptual issues in a combination of lecture and seminar-discussion format, drawing from various literatures on groups. Students will also participate in weekly meetings with a small workgroup, consisting of a sub-set of the class, which will offer an opportunity to study group processes *in vivo* with the aid of a facilitator.

**ConRes 626: Advanced Intervention – International Conflict**

War and peace, and the factors that influence both, are at the core of understanding the contemporary international system. In this class, students will explore how realism, liberalism, social psychology, and other approaches to international conflict account (or don't) for the role of

power, identity, ethnicity, religion, and structural factors in creating and prolonging conflict as well as in seeking sustainable solutions. Building on this theoretical foundation, the class will explore different models for conflict resolution and transformation, drawing on extended case studies and a hands-on simulation. It will address questions like: Why do states or parties in conflict decide to negotiate? What is the role of third parties in sustaining resolving international conflict? How does internal and ethnic conflict differ from war between states, and what type of strategy is most effective for addressing each type?

### **ConRes 690: Mediation Internship (6 credits)**

Students mediate cases, under close faculty supervision, in one of the small claims courts in Greater Boston. Each day of mediation is followed by a debriefing session with the supervisor. In addition, students attend a mediation seminar. The seminar presents theoretical frameworks, ethical issues, research and evaluation, and enables students to explore issues encountered in court mediation.

### **ConRes 693: Final Project Workshop**

Students design a Thesis or other project that integrates the knowledge and skills acquired during their training. Each project culminates in a work product, such as a research paper or written account of the applied project that demonstrates substantial progress beyond previous learning. The accompanying seminar brings together all students working on master's projects or theses to share their field experience, learn new methods needed for their projects (e.g., research skills, intervention techniques), discuss literature covered in previous courses.