Since 1995, the ICCCR has been offering a series of graduate-level courses in the areas of cooperation, conflict and conflict resolution, which have proven to be very popular amongst students and professionals. Each year, approximately 300 individuals participate in our courses.

The level of study is aimed at developing the core competencies for reflective scholar-practitioners working in conflict resolution. These include:

- Developing a comprehensive understanding of theory and research in cooperation, conflict resolution, negotiation, mediation, cross-cultural communication, and social change;
- Enhancing interpersonal, inter-group and cross-cultural communication, conflict resolution, problem-solving, and intervention skills;
- Applying theoretical and practical learning to areas of personal interest such as school/community mediation programs, organizational diagnosis and intervention, and work in international relations; and
- Developing as scholar-practitioners who will be able to integrate and implement both applied and academic work in conflict resolution.

The Basic Practicum in Conflict Resolution and Mediation course presents a general model of conflict resolution in which students are given the opportunity to practice and reinforce the skills of the basic collaborative model we teach. An alternative starting point for students is the Fundamentals of Cooperation: Conflict Resolution and Mediation in Different Institutional Settings, a theory course, in which students study the major theories and research from the field, from historical to current trends. The Basic Practicum course serves as a prerequisite for students taking the Advanced Practicum Part I - Intergroup Conflict and Third Party Interventions, in which students delve deeper into various issues influencing conflicts, especially inter-group conflicts. They are given the opportunity to put into practice different and more advanced models of third-party interventions, such as multi-party mediations.

For the second advanced course, Advanced Practicum Part II - Designing Conflict Management Systems, students consult for a non-profit organization and engage in a whole spectrum of professional consulting activities - developing research protocols, designing survey instruments, conducting needs assessments, facilitating focus groups, and at times performing recommended interventions. In addition to the four required core courses, students take an elective from the wide array of conflict resolution courses the Center offers. Some recent past offerings include: Conflict & Complexity: A Dynamical Systems Approach to Addressing Protracted Conflict; Participatory Action Research (PAR), Social Justice and Conflict Resolution; and Conflict Resolution and the Psychology of Humiliation.

Lastly, students pursuing the Certificate in Conflict Resolution have an internship experience, participating in community mediation practice.
ICCCR MISSION
The ICCCR is committed to developing knowledge and practice to promote constructive conflict resolution, effective cooperation, and social justice. To advance this objective, we partner with individuals, groups, organizations, and communities to learn to resolve conflicts constructively so they may develop just and peaceful relationships. We work with sensitivity to cultural differences at the interface of theory, research, and practice.

CERTIFICATE PROGRAM MISSION AND GOALS
We develop and provide state-of-the-art instruction, training, and professional development for scholar-practitioners by exploring new content and pedagogical approaches for training and instruction in conflict resolution, cooperation, and social justice. We will strive to become a magnet for diverse and excellent graduate level students from around the globe. Developing sensitivity to cultural differences at the interface of theory, research, and practice is paramount.

The certificate program has the following goals and objectives:

- To educate future leaders who will further the development of theory and practice in the interrelated areas of conflict resolution, cooperation, and social justice;
- To develop in students a comprehensive understanding of theory and research in cooperation, conflict resolution, negotiation, mediation, cross-cultural communication, and social change;
- To enhance students’ interpersonal, inter-group, and cross-cultural conflict resolution, problem-solving, and intervention skills;
- To develop scholar-practitioners who will increase public awareness of constructive methods for conflict prevention and resolution, of the many forms of oppression, and of strategies for overcoming social injustice in families, organizations, and communities worldwide;
- To generate educational and practical opportunities for students to learn with and contribute to schools, non-profits, organizations, businesses, and communities nationally and internationally;
- To encourage and support students in applying their theoretical and practical learning to areas of individual interest, such as school/community mediation programs, organizational diagnosis and intervention, and work in international relations; and
- To develop scholar-practitioners who will integrate and carry-out both applied and academic works.

The program services any student within the Columbia community who desires a certificate in conflict resolution. The program also serves continuing professional studies students.

COURSES

CORE COURSES
ORLJ 5340: Basic Practicum in Conflict Resolution & Mediation
  Section 1: January 22 - February 7 (select the link to register)
  Section 2: January 29 - February 14 (select the link to register)
  Section 3: February 19 - March 7 (select the link to register)
  Section 4: January 28 - February 25 (select the link to register)
ORLJ 6040: Fundamentals of Cooperation & Conflict Resolution
  Section 1: January 20 - May 5 (select the link to register)
ORLJ 6350: Advanced Practicum in Conflict Resolution, Part I
ORLJ 6350: Advanced Practicum in Conflict Resolution, Part II
  Section 1: April 9 - 18 (select the link to register)
INTERNSHIP
O RLJ 5012.003: Organizational Internship-Community Mediation
   Section 1: April 9 - 18 (select the link to register)

ELECTIVE COURSE
O RLJ Elective: Varies by semester
O RLJ 5016: Conflict & Complexity
   Section 1: March 26 - April 25 (select the link to register)
O RLJ 5148: Managing Conflict in Organizations
   Section 1: January 25 – February 14 (select the link to register)
   Section 2: January 27 – February 14 (select the link to register)

CORE COURSES
O RLJ 5340: Basic Practicum in Conflict Resolution & Mediation
This course is organized around two fundamentally different perspectives of conflict resolution - the perspective of one who is a party to the conflict (negotiation) and another where one is a third party participant (mediation).

Negotiation (i.e., a party in the conflict)
Students have the opportunity to develop more self awareness around their reactions and approaches to conflict. They will also practice basic collaborative negotiation skills and receive feedback.

These skills include:
   • Identifying the difference between needs and positions;
   • Identifying and using cooperative as opposed to competitive strategies;
   • Identifying and avoiding fundamental attribution errors;
   • Learning to deal with anger and other behaviors in conflict situations; and
   • Gaining a better understanding of one’s role in these conflict situations.

Students monitor their own skill development by reflecting on their experiences, keeping learning journals, and by receiving feedback from other students and from the instructors.

Mediation Skills (i.e., a third party to the conflict)
In this component of the course, students are trained in basic mediation skills and engage in supervised practice.

These skills include:
   • Setting up and opening a mediation
   • Utilizing mediation guidelines to facilitate disputant communication
   • Remaining impartial
   • Reframing
   • Facilitating brainstorming
   • Facilitating cross-cultural perspective-taking
   • Closing the mediation

Students will monitor their own skill development and reflect upon it in their learning journals. They will also receive feedback from their peers and from the instructors. This will allow participants to both gain a better understanding of the role of the mediator and to discover their own strengths and areas for improvement as mediators.
ORLJ 6040: Fundamentals of Cooperation, Conflict Resolution, and Mediation in Different Institutional Contexts

Course Description: This course addresses a broad range of selected topics in conflict management and resolution. The approach emphasizes the links between theory, research, and practice and explores conflict resolution at multiple levels: the intra-psychic, interpersonal, intergroup, organizational, and international.

Course Overview: The course provides a broad and theoretically grounded overview of basic topics in conflict management and resolution, including cooperation and competition, power, culture, justice, negotiation and mediation, violence, intergroup conflict, intractable conflict, and peace building.

The topics include:
- Introduction, History, and Framing of Conflict
- Cooperation and Conflict Resolution
- Culture and Conflict
- Justice and Escalation
- Distributive Bargaining
- Integrative Negotiation
- Mediation and Third Party Intervention
- Intergroup Conflict
- Aggression and Violence
- Intractable Conflict
- Sustainable Peace

Students will read original research articles as well as use two source texts, one a “handbook” of conflict resolution with articles by more than fifty leading contributors to the field. They will engage with the materials by analyzing a film for conflict content, discussing key concepts within cooperative groups and developing a research proposal.

Participants will come away with a deep and broad understanding of the theory behind cooperation and conflict and its resolution, as well as how it is practiced in different institutional settings.

ORLJ 6350: Advanced Practicum in Conflict Resolution, Part I
This practicum course focuses on honing skills that are useful when intervening in intergroup conflicts. This course will explore some of the theories and intervention skills needed when conflicts are compounded by complexity and perceived and/or real differences. The course is primarily concerned with how group differences (such as class, power, culture, race, and gender) can affect negotiation, mediation, and change facilitation processes. The class will also explore how varying levels of conflict intensity and complexity may affect the resolution of conflict. Students will engage in readings, self-reflection exercises and journal writing, case analyses, in-class discussions, and conflict simulation exercises. The course objectives are:

- To develop the meta-cognitive skills of a self-reflective practitioner
- To understand the dynamics of simple, complex, and seemingly intractable conflicts
- To become familiar with a variety of conceptual models for use in the intervention of inter-group conflicts
• To practice negotiation, mediation, and change facilitation in intergroup contexts
• To explore ethical issues related to conflict resolution interventions

In addition, if interpersonal and/or intergroup conflicts occur during class, students are asked to make a commitment to express and work through these conflicts using the collaborative skills being learned. These conflicts, seen as an integral part of the overall learning experience, can facilitate the transfer of skills learned to the student’s real life.

**ORLJ 6350 - Advanced Practicum, Part II**

Increasingly, professionals in all areas of practice are expected to assess, design, implement and evaluate organizational conflict management systems and programs. Rather than dealing with ad hoc disputes, these professionals are being asked to design systemic and holistic approaches to resolving sets of disputes in a particular organization or institution, including government agencies, schools and universities, corporations, non-profit organizations and health care settings.

This course introduces students to the theories, principles and practice of organization development (OD), Appreciative Inquiry (AI), dispute systems design (DSD) and alternative dispute resolution (ADR.) It emphasizes interest-based collaborative conflict management systems design and stakeholder involvement. The course draws heavily on the skills and backgrounds that the participants bring to the course, including their experience in particular organizational contexts and with institutional and individual efforts to manage conflict. The course uses a combination of interactive lectures, guided discussions, case studies, small group exercises and hypothetical situations to assist participants in developing hands-on design skills that will be effective in real-life organizations. Participants will have the opportunity, under supervision, to work with a real-life organizational client to design an effective conflict management system. Participants will be encouraged to be self-reflective and aware of their comfort level and expertise. The class provides opportunities to creatively put together a conflict management system design, work with a “real” client, and present a well-thought out plan to the client in a formal presentation.

During this course, students will:
• Explore various OD, AI, DSD and ADR models
• Learn to identify both organizational and individual responses to conflict
• Develop a holistic model for involving stakeholders in the design effort
• Understand initial organizational entry and contracting principles
• Perform an organizational assessment
• Choose an architectural design model
• Identify training and education needs
• Outline an implementation strategy, including the use of pilot programs
• Learn to identify and work with resistance and constraints
• Become aware of the use of self and team as instruments in the design process
• Participate in a consulting intervention as part of a group

**ORLJ 5012.003: Organizational Internship -Community Mediation**

Students receive a 35-hour orientation and training session for two consecutive weekends. This is followed by an internship consisting of 12 sessions of co-mediation at a state-recognized Community Mediation center. Each session of co-mediation averages three hours and the intern is given feedback on his/her technique immediately after the mediation. After the twelfth session, the mediation supervisor makes a formal decision re: whether the student will be
awarded a mediation certificate. The twelve sessions plus the 35-hour training, total 71 hours. An additional 29 hours of practice is to be completed by the student within the year, totaling 100 hours.

Specific goals for the Community Mediation Program include teaching students how to:
- Provide a collaborative way of resolving differences between individuals and groups as an alternative to prolonged litigation or violence
- Act as an impartial third party
- Guide disputants through a series of problem-solving steps to help them diffuse their conflict
- Assist disputants in communicating more effectively to find their own solutions

ELECTIVES
Each semester the ICCCR sponsors Conflict Resolution Elective courses, based upon emerging trends in the conflict resolution field. The following are courses that have been offered recently:

**ORLJ 5148: Managing Conflicts in Organizations**

**Course Description:** This course is designed to address conflicts in the context of organizations from both theoretical and practical points of view. We will review the latest research findings about what causes conflict in organizations, how the issues are framed, how the conflicts are managed and how conflict impacts the parties involved and the organization as a whole.

**Course Overview:** There will be readings and discussions to ground us in theories that support our learning about organizations and human interaction within them. We will apply the theories being learned in different types of activities such as analyzing case studies, participating in simulations and designing conflict management systems.

Participants in this course will:
- Engage in building skills such as reframing, probing, perspective-taking through hands-on activities such as role plays and simulations;
- To learn how to prevent conflicts from occurring and to intervene in conflicts that have developed;
- Create a mutually supportive learning environment for both theory and practice so that one informs and enhances the other;
- Be prepared to address conflicts in organizations from several vantage points: from being directly involved in the conflict to acting as an impartial third party intervener;
- Gain an understanding of the systemic nature of organizational conflict.

**ORLJ 5016: Conflict and Complexity: A Dynamical Systems Approach for Addressing Protracted Conflict**

**Course Description:** This course develops the relevance of dynamical systems theory for understanding protracted and seemingly intractable conflict at different levels of social reality (interpersonal, inter-group, international). The course outlines the conditions under which such conflict can be transformed and thus may point the way to realizable avenues of conflict resolution.
Course Overview: We conceptualize conflicts as dynamic phenomena whose evolution reflects a complex interplay of factors operating at different levels and timescales. Our ultimate goal for the course is to develop a comprehensive and testable framework for identifying the dynamics underlying the development and transformation of conflict.

To facilitate this effort, we discuss existing dynamical models of social psychological phenomena and, in each case, develop the potential implications for conflict dynamics. In particular, we focus on the following topics (many of which have been modeled as dynamical systems in our own research):

- Social influence (dyadic and group-level)
- Aggression (interpersonal and inter-group)
- Social norms
- Social networks
- Group identity
- Social judgment
- Self-regulation
- Self-concept and identity
- Emotion

In addition to discussing the dynamical properties associated with these topics, we discuss several notions from dynamical systems that seem especially crucial for understanding how conflicts develop and become transformed. Of particular relevance are the following notions:

- Extrinsic and intrinsic dynamics
- Fixed-point attractors (visible and latent)
- Self-organization and the collapse of complexity
- Catastrophe theory and bifurcations

We develop the theoretical implications of these notions for conflict, and also discuss issues concerning measurement and diagnostics. Participants also learn the basics of computer simulations and the application of this approach to issues in conflict. There is the opportunity to develop and run computer simulations of phenomena related to conflict.

ORLJ 5016: Healing and Reconciling Relationships in Conflict

Course Description: This course examines the role that unaddressed and unhealed emotional trauma plays in creating and maintaining conflict.

Course Overview: The course highlights unaddressed trauma as an obstacle to reconciliation—our ability to put the past to rest and to rebuild relationships that have broken under the strain of conflict. Using evolutionary psychology theory, a framework is presented that explains our human emotional vulnerability, showing that threats to our inner psychological stability are as dangerous as physical wounds and perhaps more so because they are often ignored and left unattended. The framework uses the language of dignity and indignity to describe the universal effect emotional injuries have on human beings. If indignity tears us apart, dignity can put us back together again. The course presents the Dignity Model—a way of repairing, reconciling and building human relationships. While many of the ideas that will be presented are based on work at Harvard University as a third-party facilitator of dialogues between ethnic groups in conflict, the insights can be applied to conflict at any level—wherever human beings come into contact with one another. The Dignity Model has been applied in the workplace, schools, religious
communities, and interpersonal relationships.

Participants in this class will:
- Explore the meaning of trauma, healing and reconciliation from the perspective of evolutionary psychology
- Using evolutionary theory as a guide, develop an understanding of our instinctive response to threats to our well-being and the role they play in creating conflict and trauma
- Learn how our hardwired, evolutionary inheritance creates obstacles to healthy relationships
- Understand the role dignity plays in conflict and the breakdown of relationships
- Understand the role dignity plays in rebuilding broken relationships
- Compare two traditional paradigms of reconciliation: forgiveness vs. psychosocial healing. Are they distinctly different approaches? Are there other ways to achieve reconciliation?
- Examine the role that structural forces play in post-conflict healing and reconciliation

ORLJ 5016: Creativity and Negotiation

Course Description: This course examines creativity within the context of negotiation.

Course Overview: Within the negotiation process, a clear phase of idea generation emerges. The difference between successful outcomes in negotiation and outcomes that are compromises on both sides is the ability to generate novel ideas that lead to positive results. In order to generate ideas, one must become familiar with the creative process. This course explores in depth our assumptions about what creativity is, who has it, and where it may be applied. Various creativity theories and cognitive processes will be introduced and then students will practice applying those processes to simulated negotiations. The course reviews the concepts of divergent/convergent thinking, creative negotiation templates, close and distant associations, the role of brain preferential thinking, and incubation periods. Many negotiations take place in a team environment; therefore, how to work in a team for creative outcomes is important. The course goes beyond Osborn’s model of brainstorming, to explore the various inhibitors and enablers to group innovation according to current research. Discussion of the merits and drawbacks of a practical approach to creative problem solving, Creative Negotiation Templates are explored as well as the three environmental components necessary for innovation to occur according to Theresa Amabile’s research at Harvard.

Participants in this class will:
- Determine where in the negotiation process creative thinking becomes most valuable
- Analyze the major components of creativity within negotiation
- Stimulate divergent and convergent thinking in the context of negotiation
- Improve the possibility of future successful positive outcomes by evaluating the obstacles to creative thinking
- Participate in group creative exercises to experience the positive and negative of group ideation
- Determine though real world examples how creativity can be used to negotiate to the best advantage for all parties
ORLJ 5016.002: Conflict Resolution in Schools: Applications of Pedagogy and Curriculum

Course Description: Classroom climate and school tone affect student behavior and learning in significant ways. This course investigates the field of conflict resolution education in the context of supporting student academic achievement, increasing social and emotional learning, and creating positive and caring classrooms.

Course Overview: The course integrates theory and practice, looking at research and evaluation on conflict resolution education, diverse program models, and the approaches of organizations active in this field. Participatory activities allow students to experience first-hand effective strategies that support students’ learning of essential social-emotional skills.

Topics covered include:
- Learning/reviewing basic concepts and skills for collaborative approaches to resolving conflict - affirmation, cooperation and community building, communication, identifying and managing feelings, and problem solving
- Investigating developmentally appropriate conflict resolution curriculum K - 8;
- Understanding bullying behavior and possible anti-bullying strategies at the classroom and school level
- Expanding skills and understandings for appreciating diversity and standing up to bias
- Using conflict resolution skills and concepts to build rich classroom learning communities, including class meetings
- Exploring peer mediation as part of a school-wide approach to addressing conflict
- Infusing conflict resolution concepts and skills into various subject areas

Participants gain tools to evaluate the appropriateness of conflict resolution models and programs for various educational settings, assess how the classroom as a community can support the learning of conflict resolution skills, and create age-appropriate curriculum modules for teaching these skills.