

NOVA SOUTHEASTERN UNIVERSITY

FISCHLER GRADUATE SCHOOL OF EDUCATION AND HUMAN SERVICES
DOCTOR OF EDUCATION
IN ORGANIZATIONAL LEADERSHIP

LEADERSHIP 9630
SPECIAL TOPICS IN DISPUTE RESOLUTION

ONLINE STUDY GUIDE
Revised Winter 2004

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PREFACE

In this course, LDR 9630 Special Topics in Dispute Resolution, students are required to examine the topic of violence. Violence takes a very structured and purposeful form when it surfaces. It is concrete, evident, focused, and always harmful. The degree of harmfulness ranges from friendly argument to death. Violence has no gender, cultural heritage or socio-economic status. It is often institutionalized on the local, national, and international level. Aggression and violence can be physical, passive, pro-social, anti-social, sanctioned and unsanctioned. Most of us have experienced some form of violence in our lives because it exists in every community in the world and in every aspect of life.

Some of the literature about violence focuses on the question: Is violence innate or nurtured? Students are invited to form their own opinions by examining the professional literature. Whatever the answer to the question may be, an in depth study will assist students in understanding the causes and nature of violence.

For the purposes of this course, violence has been categorized as emotional, physical and societal. Students are expected to examine these three categories in depth through independent research. The foci of the study will be on the nature of violence, its causes, intervention strategies and prevention plans. It is through intervention strategies and prevention plans that the knowledge about conflict resolution, negotiation and mediation will be demonstrated in connection with specific forms of violence.

Another feature of this course is that students are expected to do independent research and not rely on required texts. As doctoral students, you will be expected to learn about violence, its origins, consequences and prevention on your own. The major project for the course is self-directed and relies on resources identified and utilized by the student, rather than information provided by the professor.

COURSE DESCRIPTION

LDR 9630 Special Topics in Conflict Resolution

This course allows students to examine different aspects of the body of knowledge of conflict resolution. Various topics will be explored such as theories on the causes of violence, violence in the workplace, violence in schools, school mediation, gender issues, cultural diversity, divorce and child custody mediation, family mediation, victim-offender mediation and terrorism. The participants will also be introduced to violence prevention and intervention methods.

INSTRUCTIONAL SEQUENCE

As you progress through the course, you are encouraged to apply the concepts and principles that you are learning to everyday practice. Use this learning as an opportunity to apply, informally and immediately, your new learning within your work setting. More formal opportunities may arise as you progress through the program. The value you receive from this course is in direct proportion to your active engagement in reading assignments, writing assignments, and online chat sessions. Make the most of this experience.

Major themes include: emotional, physical, and societal violence. All three categories are very much a part of today's global society and have been one of the reasons for the development of the field of dispute resolution.

\$ Emotional violence takes many forms. In some cases it is the embryonic stage of physical violence that results in a battered wife, destruction of property, or even death. Emotional violence can be experienced by individuals and groups to various degrees. Students in this course will explore the causes and symptoms of emotional violence, analyze its effects and suggest intervention strategies to minimize or prevent emotional violence.

\$ Physical violence is one of the major problems in our society. For example, more than three million children in the United States witness domestic abuse daily. Every year reports of murders in America's largest cities are published. Violence effects innumerable lives, communities and nations. Students in this course will examine different forms of physical violence and strategies for preventing it.

\$ Societal violence has its roots in cultural, religious, political and historical traditions of people. Nothing has brought this to the forefront more than the tragic events of September 11th. This form of violence is very difficult to understand, mediate and prevent. Societal violence can be covert and overt in nature. It also has as its basic components emotional and physical violence. Students in this course will examine the historical roots of societal violence and examine attempted solutions.

LEARNING OUTCOMES

As a result of participating in the course LDR 9630, the student will be able to:

- \$ Identify various categories and forms of violence and aggression.
- \$ Analyze causes and origins of different forms of violence and aggression.
- \$ Identify potential areas in society and in the environment where violence and aggression occur.
- \$ Reflect on known methodologies and theories of conflict resolution and violence prevention.
- \$ Analyze various kinds of socialized and culture based forms of violence.
- \$ Discuss various intervention strategies to deescalate different forms of violence and aggression.
- \$ Explore resources for prevention of violence.
- \$ Design a plan for the prevention and management of a particular form of violence.

COURSE CONDUCT

The topics are organized over a 15-week session. You should plan to spend a minimum of five hours per week working online exploring and examining Internet sites and related materials as well as preparing written assignments. Off-line activities include reading the required texts and doing the necessary background work to prepare for the assignments. Written assignment information appears in the Written Assignment Requirements section of the study guide.

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REQUIRED TEXTS

This course does not have any required texts. The general nature of the subject matter under study makes it difficult to select a few resources that will adequately cover the topic of violence. Students are expected to do independent research on the various topics of violence specified in the course outline.

RECOMMENDED TEXTS

The recommended books represent only a few of the resources students are expected to explore during the course. Extensive research of additional professional literature, scholarly books as well as Internet resources is expected. Examples and appropriate information from current event sources may also be used, but sparingly.

Violence in the workplace

Baron, S.A. (1993). *Violence in the workplace: A prevention and management guide for businesses*. Ventura, CA.: Pathfinder Publishing.

Braverman, M. (1999). *Preventing workplace violence: A guide for employers and practitioners*. Thousand Oaks, CA.: Sage Publications

Violence in schools

Casella, R. (2001). *Being down@ Challenging violence in urban schools*. NY: Teachers College Press.

Fries, S., & Fried, P. (1996). *Bullies & victims: Helping your child through the schoolyard battlefield*. NY: M. Evans and Company, Inc.

Haynes, R. & Henderson, C. (2001). *Essential strategies for school security: A practical guide for teachers and administrators*. Springfield, Ill.: C.C. Thomas.

Jones, T. (2001). *Effective response to school violence: A guide for educators and law enforcement personnel*. Springfield, Ill.: C.C. Thomas

Pincus, J. (2001). *Base instincts: What makes a killer kill?* NY: W.W. Norton.

Gender and violence

Leventhal, B., & Lundy, S. (1999). *Same-sex domestic violence: Strategies for change*. Thousand Oaks, CA: Sage Publications.

Pallone, N. (Ed.). (2000). *Race, ethnicity, sexual orientation, violent crime: The realities and the myths*. NY: Haworth Press.

Family violence

Roleff, T.L. (Ed.). (2000). *Domestic violence*. San Diego, CA.: Greenhaven Press.

Wallace, H. (2002). *Family Violence: Legal, medical, and social perspectives* (3rd ed.). Boston: Ally & Bacon.

Cultural diversity and terrorism

Cairns, E. (1996). *Children and political violence*. Cambridge, MA: Blackwell.

Juergensmeyer, M. (2000). *Terror in the mind of god: The global rise of religious violence*. Berkeley, CA: University of California Press.

Rothman, J. (1997). *Resolving identity-base conflict in nations, organizations, and communities*. San Francisco: Jossey-Bass Publishers.

Victim-offender mediation

Umbreit, M., Coats, R., & Kalanj, B. (1994). *Victim meets offender: The impact of restorative justice and mediation*. Monsey, NY: Criminal Justice Press.

Umbreit, M. (2001). *The handbook of victim offender mediation: An essential guide to practice and research*. San Francisco: Jossey-Bass.

COURSE REQUIREMENTS

Learning activities for LDR 9630, Special Topics in Dispute Resolution consist of readings and writing assignments.

Reading and Research: This course requires that a student researches in-depth a particular topic in the area of violence and/or aggression. It is important that students select their topics of study as quickly as possible. Students are expected to be proactive and do much of the reading and research independently. Reading and research are essential for understanding of the course content as well as preparation of all written assignments.

Discussion Groups : In lieu of chats we will be using the WebCT Discussion Board. Questions are posted in the four study groups. Students are expected to read the question and respond by posting their response on the discussion board in the designated study group. Students are then expected to read all of the other students=responses and continue to respond and post responses to the board.

WRITTEN ASSIGNMENTS

Written Assignment 1 Prospectus (30 points)

During Week 2, students will have selected and have gotten approval on a specific topic he/she wishes to study in depth during this course. After the instructor approves the topic, the student will formally present it by writing a prospectus. The prospectus must include, as a minimum: a background setting and/or origins of the topic, a problem statement, a literature review with a minimum of 12 sources, what the student wishes to do with or about the topic, research questions and a conclusion. (Recommended length 5 to 7 pages NOT including the bibliography.) Due Week 6

Written Assignment 2 Topical Research Paper (40 points)

The topical research paper must include all of the following chapters:

Introduction of the topic, literature review with a minimum of 25 sources, methodology or procedures for intervention, resolution or prevention of the problem, conclusion, and bibliography. (Recommended length 25 to 30 pages not including the bibliography. The information from the prospectus may be repeated in this assignment.) Due Week 14

Discussion Groups

Study group 1: Emotional violence takes many forms. Because it exists in our emotions it is many times overlooked or misconstrued. As always identifying exactly what we are dealing with is the first step to resolution. Here is the question I want you to answer. What is emotional violence? Define it, then describe its causes and its symptoms. Discuss the causes and symptoms of emotional violence.

Study Group 2: Physical violence takes many forms. There is domestic abuse, which includes both spouse and child abuse. There is workplace violence which includes sexual harassment. Children experience violence on the playground, in the classroom and at home between siblings. Road rage, bar-room brawls, gang violence, etc. The question to answer is: why is the number of reports of physical violence growing in America? Is it that there is more violence OR is it because people are more prone to reporting it???

Study Group 3: Societal violence derives from the beliefs, traditions, and religions of a particular culture or society. While race wars and religious uprising have existed since the dawn of civilization, societal violence has become more prevalent in American life since the attacks of 9/11. Identify one form of societal violence developing in our nation. Identify the groups affected and the form of violence demonstrated.

Study Group 4: See www.fgse.nova.edu and find Ed Impact link Using the Educational Impact Electronic Text resource, select 2 topic areas relevant to your professional work and read/view, provide synopsis and critique of the topic paper. For example, in the Leadership Academy you may select the component **A**Passion of Leadership,**@**by Alexander Grande III, EdD. After you view this component, write up a brief synopsis of the presentation and a short critique of the presentation. You are to view two (2) topic areas.

GRADING CRITERIA

The major assignments for LDR 9630 and their corresponding points are as follows:

1. Prospectus 30 points
3. Topical Research Paper 40 points
4. Discussion Groups 30 points

The grades given in all Organizational Leadership courses are A, B, and F. There are no plus or minus grades given with the final grade. Professors may issue grades C, and D, as well as plus and minus grades, on assignments as indicators of quality.

The student must negotiate the Incomplete (I) grade with the professor. An "I" is given at the discretion of the professor and is only considered in a case where the student has completed most of the course assignments. The professor will determine the time extension given to each student. The time extension may not exceed one term or 15 weeks.

A student who does not complete any assignment is not entitled to an **AI@** grade and will receive an F. Students who receive F's will be placed on probation and will be expected to take the course over again.

Each student is responsible for knowing the guidelines for probation and dismissal. Information is provided in the Student Handbook located on the Web site <http://www.fgse.nova.edu/orgleader>

COURSE OUTLINE

Week 1 and 2 (5/3 - 5/16)

Start reviewing literature and other educational sources. Begin to develop your desired topic. Assignment due: Submit topic of study to be approved by instructor by end of Week 2.

Week 3 (5/17 - 5/23)

Post response in Study Group 1

Week 4 (5/24 - 5/30)

Post response in Study Group 2

Week 5 (5/31 - 6/6)

Prepare Prospectus

Week 6 (6/7 - 6/13)

Assignment due: Prospectus

Week 7 (6/14 - 6/20)

Post response in Study Group 3

Week 8 (6/21 - 6/27)

Post response in Study Group 4

Week 9-11 (6/28 - 7/18)

Continue work in Study Group 4

Week 12- 13 (7/19 - 8- 1)

Work on Final Paper

Week 14 (8/2 - 8/8)

Assignment due: Topical Research Paper - end of Week 14