

HJ International Graduate School for Peace and Public Leadership

Mediation Course Syllabus

Course Information

Course Title: Mediation: Theory, Practice, and Application

Course Number: PST 5305

Semester: Spring 2024

Semester Credit Hours: 3

Course Delivery Method: Online through Canvas and E-live sessions on Zoom

Class Schedule: E-live (Zoom) session every Tuesday at 7 PM Eastern Time (for those who can)

Course Duration: 15 weeks. See the schedule below.

Semester Start and End Dates: January 29 - May 25, 2024

Instructor Information

Instructor: Basil Ugorji, Ph.D.

Email: b.ugorji@uts.edu

Office Phone: Don't call. Send me an email.

Office Hours: Available to meet. Make an appointment by email.

Course Description

This course is designed to provide students with a comprehensive understanding of mediation theory, principles, and practical skills. Students will explore various mediation techniques and gain hands-on experience through case studies and role-playing. The course aims to prepare students for professional mediation practice in diverse settings and contexts.

Learning Outcomes

(See the learning outcomes rubric on page 5)

By the end of the course, students should be able to:

1. Demonstrate a general understanding of mediation, mediation types, and models.
2. Understand how to conduct various models of mediation.
3. Acquire communication skills and cultural competences needed for a successful mediation practice.
4. Know how to mediate extremist positions.
5. Understand various aspects of professional and business practices of mediation.

Course Materials and Resources

Required Text

Moore, C. W. (2014). *The mediation process: Practical strategies for resolving conflict*. 4th ed. San Francisco, CA: Jossey-Bass. [ISBN: 978-1-118-30430-3] available on Amazon.com (\$35.29)

- \$41.60 for new paperback and \$17.92 for used paperback)

Recommended Texts

- Augsburger D. W. (1992). *Conflict mediation across cultures*. Louisville, Kentucky: Westminster John Knox Press.
- Bush, R. A. B., & Folger, J. P. (2005). *The promise of mediation: The transformative approach to conflict*. San Francisco: Jossey-Bass.
- Cloke, K. (2001). *Mediating dangerously: The frontiers of conflict resolution*. San Francisco: Jossey-Bass.
- Coser, L. (1956). *The functions of social conflict*. New York, NY: The Free Press.
- Katz, N. H., Lawyer, J. W., & Sweedler, M. K. (2011). *Communication & conflict resolution skills*. Dubuque, IA: Kendall Hunt Publishing Company.
- Lederach, J. P. (1997). *Building peace: Sustainable reconciliation in divided societies*. Washington, D.C.: United States Institute of Peace Press.
- Winslade J., & Monk G. (2001). *Narrative mediation: A new approach to conflict resolution*. San Francisco: Jossey-Bass.

Supplemental Resources

See additional list of recommended (not required) books, articles, and videos at the end of syllabus.

Schedule of Classes

Week 1: January 30, 2024

Topic: Welcome, Introductions, and Overview of the Class and Syllabus

Reading:

- Course Syllabus

Video: Watch the ICERMediation Lecture on the Science of Mediation by Peter T. Coleman
<https://youtu.be/IXp5LNDLgA0>

Note: Class presentations and other assignments will be discussed.

Activity: Visit the Discussion Board. Respond to Week 1 questions before January 30, 2024.

Week 2: February 6, 2024

Topic: Understanding Conflict as a Social Phenomenon

Readings: PDF links to be posted on Canvas.

- The Functions of Social Conflict (Coser, 1956)
- Ethno-Religious Conflict in Nigeria: Analysis and Resolution (Ugorji, 2017)

Note: Presenters must post their presentation video recording before 7PM ET on February 6.

Activity: Visit the Discussion Board. Respond to Week 2 questions before February 6, 2024.

Week 3: February 13, 2024

Topic: From Conflict Resolution to Mediation: Types, Models, Histories, and Analytical Tools

Reading:

- The mediation process (Moore, 2014, Part One – pp. 1- 178)

Note: Presenters must post their presentation video recording before 7PM ET on February 13.
Activity: Visit the Discussion Board. Respond to Week 3 questions before February 13, 2024.

Week 4: February 20, 2024

Topic: Preparing for Mediation: Contacts, Information Gathering, and Planning

Reading:

- The mediation process (Moore, 2014, Part Two – pp. 181- 297)

Note: Presenters must post their presentation video recording before 7PM ET on February 20.

Activity: Visit the Discussion Board. Respond to Week 4 questions before February 20, 2024.

Week 5: February 27, 2024

Topic: Communication Strategies in Conflict Mediation

Reading:

- The mediation process (Moore, 2014, Part Four – pp. 489- 554)
- Communication & conflict resolution skills (Katz et al., 2011)

PowerPoint on Katz's book to be posted on Canvas.

Note: Presenters must post their presentation video recording before 7PM ET on February 27.

Activity: Visit the Discussion Board. Respond to Week 5 questions before February 27, 2024.

Week 6: March 5, 2024

Topic: Culture, Worldview Differences, and Mediation

Reading: PDF links to be posted on Canvas.

- Conflict mediation across cultures (Augsburger, 1992)
- Culture and Conflict Resolution: When a Low-Context Culture and a High-Context Culture Collide, What Happens? (Ugorji, 2017)
- Understanding Worldview Differences between the Law Enforcement and Religious Fundamentalists: Lessons from the Waco Standoff Case (Ugorji, 2017)

Note: Presenters must post their presentation video recording before 7PM ET on March 5.

Activity: Visit the Discussion Board. Respond to Week 6 questions before March 5, 2024.

Week 7: March 12, 2024

Topic: Problem Solving Mediation Model

Reading:

- The mediation process (Moore, 2014, Part Two – pp. 301- 485)

Note: Presenters must post their presentation video recording before 7PM ET on March 12.

Activity: Visit the Discussion Board. Respond to Week 7 questions before March 12, 2024.

Week 8: March 19, 2024

Topic: Transformative Mediation Model

Reading: *Article and PowerPoint on Bush & Folger's book to be posted on Canvas.*

- The promise of mediation (Bush & Folger, 2005)

Note: Presenters must post their presentation video recording before 7PM ET on March 19.

Activity: Visit the Discussion Board. Respond to Week 8 questions before March 19, 2024.

SPRING BREAK: MARCH 25 – 29, 2024

Week 9: April 2, 2024

Topic: Narrative Mediation Model

Reading: *Article and PowerPoint on Winslade & Monk's book to be posted on Canvas.*

- Narrative mediation (Winslade & Monk, 2001)

Note: Presenters must post their presentation video recording before 7PM ET on April 2.

Activity: Visit the Discussion Board. Respond to Week 9 questions before April 2, 2024.

Week 10: April 9, 2024

Topic: Mediating Extremist Positions

Reading: *Articles and PowerPoints to be posted on Canvas.*

- Mediating dangerously (Cloke, 2001)
- Combating Terrorism: A Literature Review (Ugorji, 2015)

Note: Presenters must post their presentation video recording before 7PM ET on April 9.

Activity: Visit the Discussion Board. Respond to Week 10 questions before April 9, 2024.

Week 11: April 16, 2024

Topic: Mediation: From Relationship Building to Reconciliation

Reading: *Article and PowerPoint on Lederach's book to be posted on Canvas.*

- Building peace (Lederach, 1997)

Note: Presenters must post their presentation video recording before 7PM ET on April 16.

Activity: Visit the Discussion Board. Respond to Week 11 questions before April 16, 2024.

Week 12: April 23, 2024

Topic: Indigenous and Faith Based Mediations

Reading: *Articles and PowerPoints to be posted on Canvas.*

- Indigenous Dispute Resolution and National Reconciliation: Learning from the Gacaca Courts in Rwanda (Ugorji, 2019)
- Holy Conflict: The Intersection of Religion and Mediation (Hurst, 2014)

See *Supplemental Resources* for more articles on indigenous and faith-based mediations.

Note: Presenters must post their presentation video recording before 7PM ET on April 23.

Activity: Visit the Discussion Board. Respond to Week 12 questions before April 23, 2024.

Week 13: April 30, 2024

Topic: Role-Playing

Reading:

- Guide to the Mediation Models (To be given to students)

Note: Mediation Case Studies must be submitted before role-playing starts on April 30.

Activity: Visit the Discussion Board. Respond to Week 13 questions before April 30, 2024.

Week 14: May 7, 2024

Topic: Multi-Party Mediation, Professional and Business Practices of Mediation

Reading:

- The mediation process (Moore, 2014, Parts Four & Five – pp. 555- 610)

Note: Presenters must post their presentation video recording before 7PM ET on May 7.

Activity: Visit the Discussion Board. Respond to Week 14 questions before May 7, 2024.

Week 15: May 14, 2024

Topic: Course Review and Reflection

Reading:

- Discussion Board Posts and Personal Reflective Journal or Learning Logs

Note: Each student will be invited to share progress made, challenges encountered, and future mediation plans.

Activity: Visit the Discussion Board. Respond to Week 15 questions before May 14, 2024.

Learning Outcomes Rubric

Gauge your progress using the parameters below.

Learning Outcomes	Exemplary	Accomplished	Developing	Beginning
<p><u>Theory</u> Demonstrate a general understanding of mediation, mediation types and models</p>	Demonstrates a comprehensive understanding of mediation principles, processes, history, types, and models, and can discuss their strengths and limitations.	Shows a solid understanding of mediation principles, processes, history, types, and models, and can discuss their key features.	Demonstrates a basic understanding of mediation principles, processes, history, types, and models, but may have limited insight into their characteristics.	Lacks a clear understanding of mediation principles, processes, history, types, and models, and struggles to explain them.
<p><u>Practice</u> Understand how to conduct various models of mediation.</p>	Demonstrates a high level of skill in using various mediation models and can adapt each model to specific context and parties involved.	Displays a good level of skill in using various mediation models and can adapt each model to specific context and parties involved.	Attempts to conduct various mediation models but may struggle to adapt each model to specific context and parties involved.	Struggles to conduct various mediation models and struggles to adapt each model to specific context and parties involved.
<p><u>Communication/Culture</u> Acquire communication skills and cultural competences needed for a successful mediation practice.</p>	Demonstrates outstanding communication skills and cultural competences in mediation practice.	Showcases a solid ability to integrate communication skills and cultural competences effectively in mediation practice.	Shows a basic ability to integrate communication skills and cultural competences in mediation practice.	Displays limited ability to integrate communication skills and cultural competences in mediation practice.
<p><u>Application</u> Know how to mediate extremist positions.</p>	Exhibits exemplary knowledge of mediation strategies specifically tailored for extremist positions. Demonstrates the ability to de-escalate conflicts, build trust, and find common ground in highly polarized situations.	Shows a strong knowledge of mediation strategies for extremist positions, effectively employing techniques to de-escalate conflicts and find common ground.	Demonstrates a basic knowledge of mediation strategies but may lack consistency or depth in applying them to extremist positions. Struggles to effectively de-escalate conflicts.	Struggles to apply mediation strategies to extremist positions, resulting in challenges in de-escalating conflicts and finding common ground.
<p><u>Business and Ethics</u> Understand various aspects of professional and business practices of mediation.</p>	Demonstrates an exceptional and comprehensive understanding of professional and business practices in mediation, including ethical considerations, industry standards, and legal requirements.	Shows a solid understanding of professional and business practices in mediation, including ethical considerations, industry standards, and legal requirements.	Demonstrates a basic understanding of professional and business practices in mediation but may lack depth or overlook certain aspects.	Lacks a clear understanding of professional and business practices in mediation, struggling to grasp ethical considerations, industry standards, and legal requirements.

Teaching Philosophy

As a teacher, I do not portray myself as infallible or an all-knowing expert. Subscribing to Mezirow's transformation model of education, I create the environment and processes that facilitate transformative learning experience through critical reflection and scholarship of engagement. I believe that teaching and learning do not only result in the acquisition of knowledge and skills. By facilitating an inclusive and deeper understanding of the content of learning, I help students to experience profound transformational and perspective changes capable of giving rise to new ways of seeing, being and living in the world with others. As a teacher-facilitator and mentor, I strongly believe in the idea of teaching-with students, providing a safe space for collaborative learning and research, and using the course materials, syllabus, lessons, readings, activities, assignments, and other assessment instruments to inspire critical thinking, rigorous analysis, dialogue, reflective reasoning, and hands-on experience. (My complete teaching philosophy statement will be given to each student before our first class.)

Assignments

Each student is required to complete three assignments, in addition to active participation in class and board discussions.

1) Student-Led Presentation (30 points) — Due Date: A day before you present

Each student will be assigned up to two topics to present to the entire class. Student will then prepare a PowerPoint presentation with no more than 15 slides analyzing and explaining assigned topic(s) using ideas drawn from the weekly readings. Each student will be given 15 minutes to present. Preferably, the presentations should be done during our weekly e-live sessions following the class schedule and presentation roster. Student-led presentations will be recorded on Zoom and posted on Canvas for others to watch. A student who is not able to present assigned topic during the weekly e-live sessions should notify the instructor. In this case, the student will be allowed to record their presentation and post the presentation video recording on Canvas.

2) Mediation Case Study Project (30 points) — Due before April 30, 2024

Each student is required to design a mediation case study on any real conflict (not hypothetical) involving two principal parties. The conflict could be interpersonal, organizational, inter-group, or international such as the conflict between Russia and Ukraine or Israel and Palestine. Acceptable mediation case studies must include two main parts: 1) historical background to the conflict and 2) each other's (i.e., the parties') stories — how each person understands the situation and why. In the first part of the mediation case study, students are expected to introduce the conflict, provide a brief history of the conflict, and identify and name the main parties involved, the location or environment where the conflict occurred, and the conflict issues (i.e., why they are fighting). In the second part of the mediation case study, students should identify, list, and analyze the parties' stories, positions, and interests. Examples of acceptable mediation case studies could be found on ICERMediation at: <https://icermediation.org/category/mediation-case-studies/>. Students are encouraged to review these mediation case study samples to draw

inspiration for their own case study design. There is no page limit for this assignment. Write until you are satisfied. Two or three mediation case studies designed by students will be selected and used for role-playing. Submit your mediation case study via Canvas Assignment Box before April 30, 2024.

3) Reflective Essay (30 points) — Due on May 14, 2024

For this assignment, each student will be assigned to a base group of 3 students. Each base group is required to select two types of mediation (i.e., successful, and unsuccessful mediations) that made local or international headlines. Examples include United Nations-led mediations, United States-led mediations, African Union-led mediations, EU-led mediations, etc. Students in each base group will collaborate to write a reflective essay (i.e., a comparative analysis) comparing the two mediations (successful and unsuccessful mediations) they selected. The reflective essay should consist of three parts: A) observation; B) connection; C) speculation. Observation should be a summary or introduction of both the successful and unsuccessful mediations that the base group decided to study. Connection is where the students in base group connect the two mediations to what they have learned from the course readings and other personal research. In other words, they will use ideas drawn from the course readings to comparatively analyze the two mediations, while explaining why one mediation is successful and the other is unsuccessful. Speculation allows the students to wonder about various resolution possibilities that could result when mediated using different mediation models, strategies, techniques, or mediators. This reflective essay should be a minimum of 15 pages and maximum of 20 pages, double spaced, 12 pt. font, and written in APA or Chicago style. Submit your reflective essay via Canvas Assignment Box before May 14, 2024.

4) Active Participation (10 points)

Each student is required to actively participate in class and board discussions.

Rubrics

Student-Led Presentation

The assessment of student-led presentations will be based on these criteria:

- Did the student present the main points of the material in a clear and coherent manner?
- Did the student raise and answer questions relating to the assigned readings?
- Did the student evaluate the material being presented (and point out strengths, weaknesses, areas that could be improved, etc.)?
- Did the student relate and synthesize ideas from other sources (when possible)?
- Did the student point out relationships to earlier discussions in the class?
- Did the student's presentation include visuals (e.g., a PowerPoint with no more than 15 slides) to help the class engage with and learn from the presentation?
- Did the student appropriately and consistently cite all presentation sources in APA or other citation style?

Mediation Case Study Project

- Is the student's case study based on a real conflict (not hypothetical)?
- Does the student's case study involve two principal parties?
- Does the student's case study include two main parts: 1) historical background to the conflict and 2) the parties' stories — how each person understands the situation and why?
- Did the student identify and list the parties' positions and underlying interests?
- Is the student's case study (nearly) free of errors in formatting (MS Word format, double spaced, with standard margins, in 12 pt. font), grammar, spelling, punctuation, and citation (citing sources in-text and in reference pages)?
- Is the student's case study written with voice, grace, and clarity?

Reflective Essay

- Is the students' reflective essay based on two types of mediation (i.e., successful, and unsuccessful mediations) that made local or international headlines?
- Does the reflective essay consist of three parts: A) observation; B) connection; C) speculation?
- Is the reflective essay (nearly) free of errors in formatting (MS Word format, double spaced, with standard margins, in 12 pt. font), grammar, spelling, punctuation, and citation (citing sources in-text and in reference pages)?
- Is the reflective essay written with voice, grace, and clarity?

Active Participation

- Did the student attend all (or most) of the weekly e-live sessions?
- Did the student actively, thoughtfully, and respectfully participate in class and board discussions?
- Did the student post a substantive, thoughtful content of about 3 paragraphs in response to prompt questions posed by the instructor?
- Did the student connect the post to the week's readings (it's advisable to quote) so your careful and reflective reading is clear to see?
- Did the student respond substantively and thoughtfully to at least two (2) other students' posts over the course of each week?

Grade

- **A** grade demonstrates excellence in meeting all of the above grading criteria.
- **B** grade demonstrates excellence in meeting some of the above grading criteria and a good job in meeting the rest of these grading criteria.
- **C** grade does a good job of meeting most of the above grading criteria, with one or two minor deficiencies.
- **D** grade poorly meets some of the above criteria.
- **F** grade: Any assignment that has major deficiencies will receive a failing grade.

Grading Guidelines

Grade	Percentage Points
A	94 - 100
A-	89 - 93
B+	85 - 88
B	79 - 84
B-	75 - 78
C+	70 - 74
C	65 - 69
C-	60 - 64
D+	55 - 59
D	51 - 54
D-	49 - 50
F	0 - 48

Course Policies

General Policy

- Students are required to have a working microphone and video camera (webcam) for each e-live session. This will ensure your ability to participate and therefore benefit from class.
- Students are responsible for ensuring that they have reliable access to technology. This is an online course and thus requires reliable internet connection.

Attendance

- Students who miss two (2) or more weeks of class unexcused risk failing the course.

Class Participation

- Although emergencies come up, if you are not in class, you do not receive participation points. If technological problems prevent you from participating, you may not receive full credit.
- The class will be comprised of instructor lectures, student presentations, mediation case study design, mediation role-playing, reflective writing activities, and discussion facilitations. All students will be expected to facilitate our discussions about the readings. To gain satisfactory to excellent participation credits, in addition to class attendance and participation in activities, during discussions, you should be able to do the following: Be courteous to one another during your discussions. Answer questions related to the assigned readings. Share ideas and insights relating to the topic. Demonstrate scholarship by pointing out relevant data/research and signaling relationships to earlier discussions,

readings, and/or current events. Relate and synthesize ideas of others. Help others develop their ideas and views.

Make up Assignment

If you are not able to join some of our e-live sessions, you **MUST** do two activities to make up for each of your class absence.

- Listen to the recording.
- Write a one-page response (single-spaced) posted to the discussion board sharing your thoughtful, reflective analysis of the e-live session and that week's readings.
- The make-up assignment must be completed within one week of the missed class.
- Failure to complete these assignments will result in loss of participation points!
- Note that this make-up option is for emergencies or *time-zone scheduling challenges* only; for those who can attend the weekly e-live sessions, it cannot be used as a substitute for class attendance.

Assignment Tardiness Policy

- To be fair to your classmates who hand in assignments on time, please do not request an extension except for a major crisis (e.g., death in the family, severe illness).
- If you need to request an extension without penalty due to such emergencies, do so as early as you know you'll need it.
- Please be advised that points are taken off the overall grade for late assignments.

On Writing

- I will take time before an assignment is due to address any questions. Be free to ask me questions about the assignments.
- I am available to review a draft of your paper. However, you must send your request two weeks before the paper's due date.

Personal Reflective Journal or Learning Logs

- Each student is encouraged to create and keep a personal reflective journal or learning log during the semester. This will not be graded. It is voluntary and not required.
- A reflective journal is an intimate document where you can record your experiences during the course.
- Experiences could be positive or negative, or both. I see a reflective journal as a bank account where I can deposit my experiences, memories of, and valuable interactions during, the course. With it you will be able to track your evolution during the semester.

On Mediation Role-Playing

- Three mediation case studies designed by students will be selected and used for role-playing.

- I will need up to 9 students to volunteer for the mediation role-playing during our week 13 class.
- Every student is required to be present during the mediation role-playing.
- At the start of the semester, we will discuss and agree on the best time to conduct the mediation role-playing.
- We will need to plan for extended hours (4-5 hours) to host and facilitate 3 mediation role-playing sessions.

Course Evaluations

- A week before the semester ends, each student will be invited to evaluate the course and share progress made, challenges encountered, and future mediation plans.
- However, you need not wait until the end of the course to let me know if you are facing problems or issues during the class. I welcome feedback on course matters.

School Policies

Academic Integrity

The university is an academic community and expects its students to manifest a commitment to academic integrity through strict observance of standards for academic honesty. The following acts violate the academic honesty standards:

1. Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication—intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate academic honesty.
4. Plagiarism—the adoption or reproduction of ideas, words, or statements of another person as one’s own without proper acknowledgment.

A first incident of academic dishonesty will result in non-acceptance of the assignment. A second case of academic dishonesty will result in failure of the assignment and a third case would result in failure of the course. This would constitute “multiple cases” of academic dishonesty and will result in an alert to the Office of the Academic Dean and an inquiry to the student’s other instructors. Multiple cases of academic dishonesty across courses will result in serious sanctions including separation. If you have any questions concerning academic dishonesty, please contact the instructor.

Netiquette

When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put yourself at risk. The Seminaries Learning

Management System (LMS) has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied.

Accommodations for Students with Disabilities

Students with any form of disability should contact the Provost for accommodation policies.

Conflict with Religious Observance

If classes or assignments coincide and conflict with your religious observance or you need other accommodation for some vital reason, please let me know immediately so that we can discuss how to arrange for your completion of the coursework.

Incomplete Grade Request

Incomplete grade request will not be accepted.

Withdrawing from Class

To request to withdraw from the course, please contact the Provost.

Student Appeals/Grievance Process

Students who are convinced that an inappropriate grade was given to them have the right to initiate an appeal. To begin an appeal process, you need to contact the instructor first to discuss the matter. If you feel your concerns were not addressed by the instructor, then you can submit an appeal to the Provost for a grade change. The Provost will review your case. Your case will be passed to a committee to decide.

Supplemental Resources

Avruch, K. (2013). *Context and Pretext in Conflict Resolution: Culture, Identity, Power, and Practice*. Boulder, CO: Paradigm Publishers.

Cloke, K. (2008). *Conflict Revolution: Mediating Evil, War, Injustice and Terrorism – How mediators can help save the planet*. Janis Publications.

Docherty, J. S. (2001). *Learning lessons from Waco: When the parties bring their gods to the negotiation table*. New York: Syracuse University Press.

Hocker, J. L., & Wilmot, W. W. (2014). *Interpersonal Conflict*. New York, NY: McGraw-Hill.

Irving, H. H. (1995). *Family mediation: Contemporary issues*. New York: Sage.

Irving, H. H., & Benjamin, M. (2002). *Therapeutic family mediation: Helping families*

resolve conflict. New York: Sage.

Kolb, D. M. (2001). *When talk works: Profiles of mediators*. San Francisco: Jossey-Bass.

Kriesberg, L., & Dayton, B. W. (2012). *Constructive Conflicts: From Escalation to Resolution*. Lanham, MD: Rowman & Littlefield Publishers.

Lovenheim, P. (2002). *Becoming a mediator: An insider's guide to exploring careers in mediation*. San Francisco: Jossey-Bass.

Phillips, B. A. (2001). *The Mediation Field Guide: Transcending Litigation and Resolving Conflicts in Your Business or Organization*. San Francisco, CA: Jossey-Bass.

Pruitt, D. G., & Kim, S. H. (2004). *Social Conflict: Escalation, Stalemate, and Settlement*. New York, NY: McGraw-Hill.

Stone, D., Patton, B., & Heen, S. (2010). *Difficult Conversations: How to discuss what matters most*. New York, NY: Penguin Books.

Tidwell, A. C. (1998). *Conflict Resolved? A Critical Assessment of Conflict Resolution*. New York, NY: Continuum.

Tongeren, P. V., Brenk, M., Hellema, M., & Verhoeven J. (2005). *People Building Peace II: Successful Stories of Civil Society*. Boulder, CO: Lynne Rienner Publishers.

Ugorji, B. (2017). Culture and Conflict Resolution: When a Low-Context Culture and a High-Context Culture Collide, What Happens? *Journal of Living Together*, 4-5 (1), 118-135. <https://icermediation.org/low-context-culture-and-high-context-culture/>

Ugorji, B. (2017). Understanding Worldview Differences between the Law Enforcement and Religious Fundamentalists: Lessons from the Waco Standoff Case. *Journal of Living Together*, 4-5 (1), 221-230. <https://icermediation.org/worldview-differences/>

Ugorji, B. (2017). Ethno-Religious Conflict in Nigeria: Analysis and Resolution. *Journal of Living Together*, 4-5 (1), 164-192. <https://icermediation.org/ethno-religious-conflict-in-nigeria/>

Articles on Indigenous Practices of Conflict Resolution and Mediation

Aboyeji, A. J. (2019). Peace and Conflict Management in Traditional Yoruba Society. *Journal of Living Together*, 6(1), 201-224. <https://icermediation.org/conflict-management-in-traditional-yoruba-society/>

Akomolafe, M. A. (2019). Indigenous Methods of Conflict Resolution among the Awori People of Nigeria: An Overview. *Journal of Living Together*, 6 (1), 225-233. <https://icermediation.org/indigenous-methods-of-conflict-resolution/>

Brenman, M. (October 1, 2014). Culturally Appropriate Alternative Dispute Resolution. <https://icermediation.org/alternative-dispute-resolution/>

Kadir, J. (2019). The Utility of Traditional Justice System of “Panchayat” in Resolving Pakistan-India Interstate Conflict. *Journal of Living Together*, 6 (1), 133-143. <https://icermediation.org/pakistan-india-conflict/>

Magoti, I. R. (2019). The Interface between Traditional and Modern Approaches of Conflict Resolutions: An Exploration from the Kuria Community of Kenya and Tanzania. *Journal of Living Together*, 6 (1), 173-187. <https://icermediation.org/traditional-and-modern-conflict-resolutions/>

Ọkẹ, O. P. (2019). Examining the Status of Traditional Rulers in the Pre-Post-Colonial Yoruba Society. *Journal of Living Together*, 6 (1), 234-245. <https://icermediation.org/traditional-rulers-in-the-yoruba-society/>

Roth, D. (2019). From the Diary of a Rabbinic Peacemaker: Case Study of a Traditional Jewish Process of Reconciliation and Conflict Resolution. *Journal of Living Together*, 6 (1), 43-52. <https://icermediation.org/jewish-process-of-reconciliation/>

Sabala, G. M. (2019). Principles, Effectiveness and Challenges of Traditional Dispute Resolution Mechanisms: A Review of Cases from Kenya, Rwanda, Sudan and Uganda. *Journal of Living Together*, 6 (1), 162-172. <https://icermediation.org/traditional-dispute-resolution-mechanisms/>

Ugorji, B. (2019). Indigenous Dispute Resolution and National Reconciliation: Learning from the Gacaca Courts in Rwanda. *Journal of Living Together*, 6(1), 153-161. <https://icermediation.org/indigenous-dispute-resolution-and-national-reconciliation/>

Wang, Z. (2019). Strengths and Weaknesses of China’s Characteristic Mediation Model. *Journal of Living Together*, 6(1), 144-152. <https://icermediation.org/chinas-mediation-model/>

Articles on Faith Based Conflict Resolution and Mediation

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