

Undergraduate Student Handbook

# Conflict Analysis *and* Dispute Resolution

MAJOR - MINOR



Salisbury  
UNIVERSITY

## Mission and Vision

The Bachelor of Arts in Conflict Analysis and Dispute Resolution addresses the local, regional, state, national and international need for highly skilled conflict resolution experts to work within judicial, governmental and social service systems, as well as in the private sector, educational and religious communities. This program empowers students with the knowledge and advanced skills needed to work effectively. Conflict resolution graduates find employment in virtually every aspect of society, working in international capacities as well as within local towns and neighborhoods helping people deal productively with conflict and training others to do so for themselves.

## Faculty

### Soosaipillai I. Keethaponcalan, Ph.D.

Dr. S. I. Keethaponcalan obtained his Ph.D. in conflict resolution from Nova Southeastern University, Florida, in 2001. He also has a Bachelor of Arts in political science from the University of Jaffna, Sri Lanka, a Master of Arts in international relations from the University of Colombo, Sri Lanka and a Master of Science in conflict resolution from George Mason University (VA). Dr. Keethaponcalan currently serves as chair of the Department of Conflict Analysis and Dispute Resolution at Salisbury University.

Formerly, he was head of the Department of Political Science and Public Policy at the University of Colombo, Sri Lanka. Dr. Keethaponcalan has served as a researcher and research fellow in several international agencies including the United Nations Institute for Disarmament Research in Geneva, Switzerland; the Bonn International Center for Conversation in Bonn, Germany; and the Peace and Governance Program of the United Nations University in Tokyo, Japan. He was a recipient of the Japan Society for the Promotion of Science-United Nations University (JSPS-UNU) Post-doctoral Fellowship (2007); Asialink Teaching Fellowship in the Department of Social Anthropology, University of Bielefeld, Germany (2005); Mahbub Ul

Haq Research Fellowship of the Regional Center for Strategic Studies (RCSS), Colombo, Sri Lanka (2003); German Academic Exchange Program (DAAD) Fellowship at the University of Heidelberg, Germany (2002); and the Rotary Foundation Ambassadorial Scholarship in the United States (1995).

Dr. Keethaponcalan has published widely on conflict and peace-related issues in Sri Lanka and South Asia. The following are some of his publications: *Conflict and Peace in Sri Lanka: Major Document* (Kumaran Books, 2009), *Sri Lanka, Perspectives on the Ceasefire Agreement of 2002* (co-edited, South Asia Peace Institute, 2009), *Maritime Cooperation Between India and Sri Lanka* (co-authored, Manohar Publishers, 2006), "The Indian Factor in the Peace Process and Conflict Resolution in Sri Lanka," in Jonathan Goodhand, Jonathan Spencer and Benedikt Korf (Eds.), *Conflict and Peace-building in Sri Lanka: Caught in the Peace Trap* (Routledge, 2011), "Hinduism: War, Peace and Conflict and Peace Studies," in Tom Matyok et al. (Eds.), *Peace on Earth: The Role of Religion in Peace and Conflict Studies* (Lexington Books, 2014), and "A Small Power's Struggle for Independence in the Independent Era – the Case of Sri Lanka" (*African and Asia Studies*, 2014).



**Brian Polkinghorn, Ph.D.**

Dr. Brian Polkinghorn is a Distinguished Professor of Conflict Analysis and Dispute Resolution. Since 2000, he has been the program director in the Department of Conflict Analysis and Dispute Resolution and executive director of the Bosserman Center for Conflict Resolution at SU. Prior to 2000, he was the senior faculty member in the Department of Conflict Analysis and Resolution, Nova Southeastern University, Florida. He has worked in the conflict intervention field since 1985 as a mediator, arbitrator, facilitator, trainer, researcher, academic program developer, conflict coach, dispute systems designer and ombudsman. His primary research and publications are in the areas of environmental disputes, graduate program developments in the English-speaking world, post-conflict development projects, conflict intervention programs, ADR court program assessment and the evaluation of major government ADR programs. He has published over 50 articles, books and book chapters and has been the principle (co-)investigator or recipient of more than \$7 million (80 research and service) grants. Over the last 20 years, he has practiced in several dozen countries primarily in the areas of environmental policy dispute intervention, labor management, cross-border cooperative enterprises, support of peace talks and civil society training. He is currently facilitating dialogues between Palestinian, Jordanian and Israeli parties on water rights/usage, waste to energy and collaborative agriculture in the Jordan River basin. He also has worked on the peace process in Nepal.

Dr. Polkinghorn is an alumnus of the Institute for Conflict Analysis and Dispute Resolution (ICAR), George Mason University (VA) (M.S. in conflict resolution, 1988), and the Program on the Analysis and Resolution of Conflicts (PARC), Syracuse University (NY) (M.A., M.Phil., Ph.D., 1994). He

was also a fellow with the Program on Negotiation (PON), Harvard University Law School (MA) (1991-1992); a National Fellow with the U.S. Environmental Protection Agency (1991-1993); a United States Presidential Fellow (1991); University System of Maryland Wilson Elkins Professor; and more recently a Senior American Fulbright Scholar with the Evens Program in International Conflict and Mediation at Tel Aviv University, Israel (2010).

**Thomas Boudreau, Ph.D.**

Dr. Thomas Boudreau is a professor in the Department of Conflict Analysis and Dispute Resolution at SU. As a graduate student, he attended the Maxwell School of Citizenship and Public Affairs at Syracuse University, New York, where he served as the research assistant for Schweitzer Chair of Humanities Donald T. Campbell, as well as the administrative assistant for Dean Guthrie Birkhead, a decorated combat veteran of Patton's Third Army in World War II. While in graduate school, Dr. Boudreau was appointed project director for the Crisis Management Research Project at the Carnegie Council for Ethics and International Affairs in New York City. While there, he served as a private consultant to the Executive Office of the United Nations Secretary-General (1982-1987), which resulted in his first book *Sheathing the Sword*, the definitive legal interpretation of Article 99 of the U.N. Charter. At SU, Dr. Boudreau teaches courses in Theories of Conflict, International Negotiations and a course on Communications, Conflicts and Critical Incidents with personnel from the FBI Academy in Quantico, VA.

Dr. Boudreau has taught international law at American University, Washington, D.C., Syracuse University and the University of Pennsylvania. He served as an unpaid legal advisor along with Robert Silk, Esq. and his law firm, to the Permanent Bosnian Mission to the

United Nations during the Bosnian War (1992-1995). Dr. Boudreau has written three law journal articles on the new Law of Nations, including "The Modern Law of Nations: *Jus Gentium* and the Role of Roman Jurisprudence in Shaping the Post World War II International Legal Order" (*Digest National Italian American Bar Association Law Journal*, 2012) and "The Law of Nations and John Locke's Second Treatise: The Emergence of the Fiduciary Legal Order During World War II" (*The Journal Jurisprudence*, 2012). He also plans to complete the book *Law of Nations: Legal Order in a Violent World* and publish an annual supplement by the same title consisting of new legal decisions, articles or documents related to the critical and contested issues in the Law of Nations.

**Jacques Koko, Ph.D.**

Dr. Jacques Koko is an assistant professor and graduate program director in the Department of Conflict Analysis and Dispute Resolution at SU. His work, teaching and research area and interests encompass organizational conflict analysis and dispute system design, school conflict analysis and resolution, peacemaking (negotiation, mediation, multi-track diplomacy), peacekeeping, peacebuilding, religion and conflict resolution, cultural conflict analysis and resolution, indigenous methods of conflict resolution in Africa (national conference, truth and reconciliation commission, Gacaca justice), the circulation of small weapons in Africa, national security, leadership development, Somali piracy, and local capacity building for development and peace. He has conducted training and participated in high-level negotiations in Ivory Coast, Togo, Benin, Ghana and Burkina-Faso. He also has conducted workshops in many regions of the world, including the United States.

In addition to English, Dr. Koko speaks French, Spanish and several

African languages. He has published in both French and English on conflict resolution-related issues. His most recent publications include *National Conference as a Strategy for Conflict Transformation and Peacemaking: The Legacy of the Republic of Benin Model* (Adonis & Abbey Publishers, London, UK, 2008); *Determinants of Success in the United Nations Peacekeeping Operations* (University Press of America, 2012); "Counteracting Dynamics of Violent Communication in Bullying," published in 2013 by the *Peace and Conflict Studies*, 20(2), 187-210; and "A Theology of Mediation for Peacemaking in Africa," published in 2013 by the *Journal for Peace and Justice Studies*, 23(1), 23-43.

#### **Vitus Ozoke, Ph.D.**

Dr. Vitus Ozoke is originally from Nigeria where he read and practiced law before coming to the United States. He obtained a Master of Laws from the University of Miami (FL) and a Ph.D. in conflict analysis and resolution from Nova Southeastern University (FL).

Dr. Ozoke's research interests include civil wars and other ethnopolitical violence – their dynamics and their resolution, multiculturalism, indigenous systems of conflict resolution, civil societies and mass movements and their roles in conflict, socio-cultural aspects of conflict and its management, governance, governmental institutions and legal reforms, social identity and its conflict dynamics, social media, gender, human rights, and social justice.

Dr. Ozoke is an assistant professor in the Department of Conflict Analysis and Dispute Resolution at SU. He is a member of the Nigeria Bar Association and a member of the editorial board of the *African Journal of Conflict Management*. Dr. Ozoke recently published a book titled *Civil War Outcomes: A Predictive Insight* (Lambert Academic Publishing, 2011).

#### **Toran Hansen, Ph.D.**

Dr. Toran Hansen is an assistant professor in the Department of Conflict Analysis and Dispute Resolution at SU. He was previously an assistant professor at Nova Southeastern University's Department of Conflict Analysis and Resolution in Florida. He earned his Ph.D. in social work from the University of Minnesota and a master's degree in conflict analysis and resolution from Nova Southeastern University.

Dr. Hansen has worked as a research associate for the Center for Restorative Justice and Peacemaking and the Center for Urban and Regional Affairs at the University of Minnesota, as well as the Institute for Child Health Policy at Nova Southeastern University. He has worked as a mediator and facilitator for the Minnesota Department of Corrections, the Palm Beach County Courthouse and Nova Southeastern University. He was also a conflict resolution trainer in Suriname for parties involved in natural resource disputes. In addition, he worked as a Peace Corps volunteer in Guinea, West Africa, and worked with medium- to high-risk juveniles for the Focus Foundation of Canada.

Dr. Hansen has research interests in conflict transformation, as well as social, restorative and transitional justice. He has taught a variety of classes relating to these research interests as well as such subjects as reflective conflict resolution practice and Irish social conflict. He has written articles and chapters on a variety of subjects including critical approaches to conflict resolution, narrative mediation, facilitating inter-organizational networks, truth and reconciliation commissions, and community organizing in social movements. He is the author of *The Generalist Approach to Conflict Resolution* (Lexington Books, 2012).

#### **Robert La Chance, M.A.**

Rob La Chance is a lecturer in the Department of Conflict Analysis and Dispute Resolution at SU. He is also the managing director at the Bosserman Center for Conflict Resolution, Inc. His primary research is in the areas of conflict analysis dispute resolution in higher education, court alternative dispute resolution program evaluation, environmental disputes, international conflict intervention and conflict process and dispute systems design model building.

La Chance received bachelor's degrees from Salisbury University in conflict analysis and dispute resolution and philosophy. He earned a master's degree in international peace and conflict resolution at Arcadia University (PA).

#### **Ambassador Robert (Todd) Becker**

Ambassador Robert (Todd) Becker, a native of the Washington, D.C. area, grew up with government and politics. He studied in Munich, Germany, and Vienna, Austria, and did his undergraduate and graduate work in German studies in Minnesota. His Washington roots and European experience led to a career as a U.S. diplomat and international civil servant that stretched over some 45 years. The focus of his work was political analysis, practical negotiations and conflict management, prevention and settlement. In his teaching, Ambassador Becker draws extensively on his diplomatic experience and assignments in conflict areas in Europe and the Balkans.

Since leaving diplomatic service, Ambassador Becker has taught U.S.-European relations at Lawrence University (WI) and has offered courses in Diplomacy and Conflict, Complex Conflicts and Third Party Involvement in the Department of Conflict Analysis and Dispute Resolution at SU. He also teaches courses on European Comparative Government, The European Union and American Foreign Policy for the Department of Political Science at SU.

**Debra L. Truitt, M.A.**

Debra Truitt is an adjunct lecturer in the Department of Conflict Analysis and Dispute Resolution at SU. She currently teaches CADR 200: Foundations of Conflict and Conflict Resolution. Prior to coming to SU, Truitt held positions with the American Red Cross of Hawaii and the U.S. government (international and continual U.S.). Her primary research is in the areas of organizational conflict and third party intervention. She has worked with corporations such as Northrop Grumman, Perdue Farms, Inc., and RelComm Technologies.

**Mike Wessel, M.A.**

Mike Wessel is an adjunct faculty member in the Department of Conflict Analysis and Dispute Resolution at SU. He regularly teaches online courses including Foundations of Conflict and Conflict Resolution and special topics courses related to Gandhi and nonviolence. He attended SU for both his graduate and undergraduate education and currently holds a Master of Arts in conflict analysis and dispute resolution and a Bachelor of Arts in both political science and conflict analysis and dispute resolution. He also holds an international diploma in Gandhian Nonviolence from Gujarat Vidyapith in Ahmedabad, India, which is a university started by M.K. Gandhi in 1920 that focuses on rural development, social justice and nonviolence. He has experience in community mediation and cross-cultural conflict analysis and has traveled extensively overseas. His research interests include nonviolent social movements, cross-cultural conflict, international relations and international peacebuilding. He currently resides in Puebla, Mexico.



*Courses and Course Descriptions*



**CADR 200: Foundations of Conflict and Conflict Resolution**

Surveys the basic practical and theoretical foundations of conflict and conflict resolution. Introduces students to the basic theories and practices of peace and conflict resolution, providing them with grounding in theories of peace and conflict, their applications, their dynamics, and an overview of key conflict resolution processes. Students learn to understand their own conflicts and how the theories, skills and practices of conflict resolution can make conflict productive. Students are encouraged to critically examine theories and practices with a view to discovering for themselves whether, in light of contemporary realities, such theories and practices provide adequate explanations and solutions to emerging conflicts in a rapidly changing world. Critical thinking will be developed. Also available as an online class.

**CADR 300: Theories of Conflict and Conflict Resolution**

Explore and analyze the strengths and weaknesses of current theoretical efforts to analyze, understand and explain human conflicts. The class is divided into three main parts. The first part briefly examines theory building, including its advantages and weaknesses. The second examines theories concerning the causes of

conflict, in particular, the following four main theoretical approaches to conflict and how well they explain the onset, progression and resolution of conflicted human encounters: Individual Characteristics Theories, Social Process Theories, Social Structural Theories and Formal Theories. The third part of the course examines various theories of conflict intervention and resolution on the interpersonal, intergroup and international levels. Finally, students are asked to develop enhanced learning skills by designing, developing and conducting their own research project that bridges theory and practice.

**CADR 301: International Conflict and Conflict Resolution**

Explores the issue of war/violence and measures that could be introduced to resolve conflicts and build peace from a theoretical perspective, while allowing students to gain in-depth knowledge of case studies. Involves both conflicts between states and civil wars as subjects of analysis. The first segment provides a general overview to international conflict, paying particular attention to war and its consequences. The second segment deals with issues such as the role of the United Nations in ethnic conflict resolution, involvement of NGOs as peace builders, peace process and third

party intervention. Students are encouraged to critically examine the course materials and develop new ideas and interpretations in their presentations and final research paper.

### **CADR 302: Cross-Cultural Analysis and Intervention**

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Culture and its impact on the interactions of individuals and groups is the core concern of this course. The norms, roles, values, beliefs and traditions of various ethnic and racial groups are primordial to an understanding of why there is conflict among groups. This class emphasizes cultural awareness as a means of more fully understanding the dynamics of controversies among different groups and examines a variety of rational systems, beliefs and value structures that directly clash with those of neighboring groups. The orientation of the course is dynamic, taking into account recent



*My experience with the Department of Conflict Analysis and Dispute Resolution has been a very positive one. I recommend the program to any student at SU, whether they are interested in pursuing a CADR major, minor or simply wanting to take classes as electives. They will learn so much about the real world and applying conflict resolution to it, regardless of whether their interests are local, national or international.*

*As a historian who looks at international relations in 16th century Britain, I get a unique perspective of that time period by incorporating conflict analysis practices and theories in my research.*

*Alexandra Fox '15*

developments in local, national, regional and world affairs. The course provides ad hoc case studies in order to blend theory and practice.

### **CADR 303: Studies in Conflict Analysis and Dispute Resolution**

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Several sections of this course have been taught under different topic headings during different semesters. For example, two different courses, one titled Third Party Intervention and the other Third Party Involvement, focus on the role of third parties in conflict intervention because it is a topic considered to be a central element in the field of conflict resolution. The Third Party Intervention course introduces major issues, dynamics and theories related to third party intervention, using case studies from various settings. With an emphasis on social conflicts, the course addresses why third parties intervene; who may operate as a third party; motives, the role of mediator, arbitrator and facilitator; hard power strategies such as military strength; and soft power strategies such as persuasion. The Third Party Involvement course is presented by a U.S. diplomat who explores concepts such as analyzing the situation, building trust, establishing credentials, the theory of interpersonal relations, mixed approaches, dangers, diplomacy, challenges and the importance of listening. Guest lecturers are sometimes included in the presentation.

An additional topic area offered under CADR 303 is the course Nonviolent Social Movements in America, which examines the unique phenomenon of nonviolent social movements, examining origins, philosophies, strategies, dynamics, tactics and outcomes. A learning emphasis is placed on how these movements secure lasting social and political transformation in American society.

### **CADR 321: Research Methods**

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Provides an introduction to qualitative and quantitative social research methods. Emphasizes research design, question formulation, sampling techniques, hypothesis testing, data analysis, computer processing and practical research activity. Learn to critique and evaluate published research; determine appropriate methods for a particular research question; and generate, analyze and interpret a variety of statistical output using SPSS software. The orientation of the course is focused on the dual track of the major research traditions of qualitative and quantitative processes, but efforts are made to identify when some form of triangulation that combines elements of both traditions is appropriate. Three one-hour lectures with a two-hour laboratory per week.

### **CADR 400: Practicum and Internship**

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Conflict intervention and conflict analysis are applicable in almost any conceivable setting. Take the information from the practicum and internship setting to build a new and personalized knowledge base. Integrate the substantive and theoretical knowledge from the curriculum in a supervised and mentored practical field setting. Practicum is an opportunity to challenge ideas and to apply models and theories in a supportive, real-life experience. Each student collaborates with outside professionals in developing projects, such as the creation of workshops, training seminars, dispute systems analysis and design, creation or alteration of in-house programs, working with communities, and conducting and/or observing conflict interventions.

### **CADR 401: Dispute Systems Design**

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Examines the practical and theoretical approaches to diagnosing and solving complex organizational conflict. Learn how to conduct needs

assessment, a variety of organizational analysis techniques and how to construct an internal dispute resolution system for organizations within the private and public sectors.

The orientation of the course is dynamic, taking into account recent developments in local, national, regional and world affairs. Provides ad hoc case studies in order to blend theory and practice.

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### **CADR 403: Resolving Environmental Conflict**

Environmental conflict is the major problem facing most civilizations in the 21st century. Provides a systems approach to the examination of the sources of environmental conflict as well as various ways to reach resolution. The core challenge is to balance basic human needs while effectively protecting, preserving or conserving vital parts of the physical and biological environment. Presents a number of conflict intervention models and techniques. Currently taught by a senior member of the department.

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### **CADR 404: Negotiation and Conflict Management in Business**

Negotiation, by definition, is the art and science of obtaining agreements between two or more interdependent parties who want to get the most out of possible outcomes. It is a way of getting what parties want from others through back-and-forth exchange. Even though negotiations are a common part of our everyday lives, many know little about the process and mechanics of effective negotiations. Why do we sometimes succeed and get what we want, while at other times we come away frustrated by our failure to achieve the agreement we desire?

Negotiation and Conflict Management in Business is designed to introduce students to not just the general universe of negotiation, but to the more specific field of conflict management in business. It offers



them the opportunity to develop their negotiation skills through a series of mockups and debriefings that involve a variety of bargaining processes in the contexts of business deal-making and dispute resolution. The simulations are designed to highlight the central concepts that underlie negotiation strategy and business conflict management.

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### **CADR 405: Special Topics in Conflict Analysis and Dispute Resolution**

Selected areas of study within various subfields of conflict analysis and dispute resolution are explored under different topic concentrations and are offered in different semesters. Examples of special topic courses offered consist of the following.

**Indigenous Methods of Conflict Resolution in Africa.** Traditional methods for conflict resolution in African countries are examined in this course, and insights are provided on how such methods affect or inspire modern ways of dealing with conflicts. Using cases of specific African ethnic groups, the course presents communication and problem solving theories relevant to conflict analysis and intervention in African contexts. The course enhances the human and emotional aspects of conflict and is highly pragmatic in nature.

**Conflict of Race and Race Relations in America.** Examines race on legal, conceptual and practical levels. It traces the historical social construction of race; the legislation of racialized structures; the evolution of racist practices at individual, systemic and institutional levels; and the effect of those constructions, structures and practices on race relations in the United States.

**Gender, Sexuality, Human Rights, and Conflict.** Gender is explored as a concept that shapes social and interactional perceptions. Gender is discussed as a prism through which people see others and are in turn seen by them. Proceeds on the theories that gender is socially constructed and that social constructions of gender have served as justification for cultural, economic, political, psychological and social violence. How these constructions have been used to delineate accepted rules of responsibility for violence and abuse, and support and justify claims to unequal power and privilege, are examined.

**Democracy and Self Determination: Ghandi's Lasting Legacy.** Provides students a comparison of the moral philosophy of Gandhi to modern day leaders and participants in various "people power" movements. The focus is on Mahatma Gandhi's legacy on individuals and groups striving to maintain, modify or create democratic systems in inhospitable anti-democratic environments. Explores democratic people power movements spanning the last 60 years with the main reference and means of comparison being the lessons gained from Gandhi's work.

**Gandhi's Philosophy in the 21st Century.** Focus on the current and potential future impact of Ghandi's philosophy of nonviolence on the social dynamics that are propelling certain societies in peaceful or violent directions. Students are challenged to

understand how Ghandi's message might be reinforced in the future, what core tenets of nonviolence stand the test of time and how those tenets can be expressed to a 21st century audience.

**Restorative Justice.** Explains the theory and practice of restorative justice, in which students learn the causes of crime and delinquency, as well as perceptions of crime and offenders. Restorative justice as a response to crime and wrongdoing is studied, as well as the guiding theory underlying it, including the healing paradigm in justice. Victim-offender mediation, family group conferencing, peacemaking circles, victim-offender dialogue in cases of severe violence and restorative justice practice in schools are explored.

**All CADR 405 Courses:** May be taken twice under different subtitles. Prerequisite: CADR 200.

#### **CADR 490: Individual Directed Study**

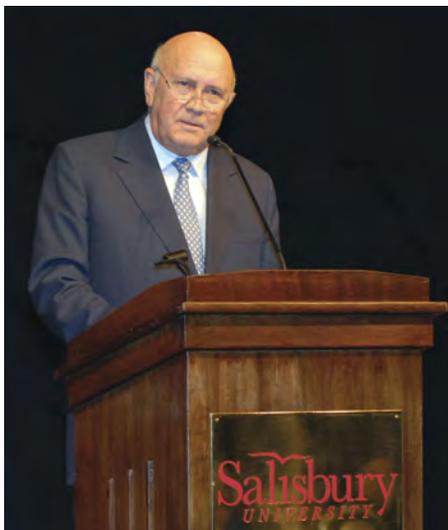
Enables advanced students to pursue individualized work through field study or other projects of their own choosing, under the direction of a faculty member. Uses the resources available at the Center for Conflict Resolution to become involved in on-going projects. May be repeated for a maximum of eight credits with faculty approval. Prerequisites: CADR 200, major in conflict analysis and dispute resolution, and permission of instructor.

#### **CADR 495: Individual Research**

Advanced students pursue their own research project under the direction of a faculty member or assist a faculty member in a research project. Involves both archival and qualitative and/or quantitative social science research. May be repeated for a maximum of eight credits with faculty approval. Prerequisites: CADR 200 and CADR/SOCI 321, major in conflict analysis and dispute resolution, and permission of instructor.

### *Careers and Opportunities in Conflict Resolution*

Arbitration	International Affairs
Conflict Coaching	Law
Contract Management	Law Enforcement: Local, State, National
Counseling	Management
Customer Relations	Mediation
Diplomacy	Negotiation
Education Administration	Organizational Design Consultant
Elder Advocacy	Patient Advocacy
Employee Relations	Peace Building
Facilitation	Policy Research
Gender Mainstreaming Analysis	Public Relations
Human Resources	Quality Assurance Coordination
Human Rights: Evaluation and Monitoring	Restorative Justice
Intercultural Program Management	Teaching



SU is an Equal Opportunity/AA/Title IX university and provides reasonable accommodation given sufficient notice to the University office or staff sponsoring the event or program. For more information regarding SU's policies and procedures, please visit [www.salisbury.edu/equity](http://www.salisbury.edu/equity).

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