

Public Affairs Dispute Resolution and Consensus-Building

PUBA 221 - Fall 2004

Howell 207 and other locations TBD

2:00-4:50 p.m. Monday

Office hours: By appointment

Office: Room 4513, Knapp-Sanders Building, School of Government

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I. COURSE OVERVIEW

The theory and practice of dispute resolution and consensus-building on public policy development and program implementation. Federal, state and local case studies and exercises are employed to help students develop skills in multi-party conflict analysis, assessment for dispute resolution intervention, and negotiation and facilitation processes.

II. COURSE OBJECTIVES

- ◆ Understand the social trends, policy changes and philosophies prompting innovations in seeking consensus solutions to social problems and use of various methods for resolving public disputes
- ◆ Become capable of using a conflict assessment framework to understand conflict dynamics
- ◆ Enhance skills in negotiation, facilitation and collaboration
- ◆ Understand selected group dialogue methods and techniques for use on public issues
- ◆ Critique models of conflict resolution and consensus-building based on analysis of the social values and the goals of group dialogue and decision-making

III. TEACHING PHILOSOPHY

My approach for “instruction” at the graduate level is to design courses that build on the interests, knowledge, skills, and goals of students. I encourage and reward thoughtful engagement in the pedagogy of my courses. I favor the greatest possible involvement of students in shaping course content, learning goals, instructional methods, and methods of assessing mastery of the material. This course, like most university courses, calls for me as the instructor to provide a pre-set agenda of objectives and activities to engage students, to convey knowledge, and to assess students’ comprehension. Within practical limitations of time and equity, the course’s objectives, content, and modes of assessment may be revised through individual and group negotiation and joint decision-making with the instructor.

IV. READINGS

A) REQUIRED

Available from Student Stores

Creighton, James L. (1992). Involving Citizens in Community Decision Making: A Guidebook. Washington, DC: Program on Community Problem Solving.

Dukes, E. Franklin (1996). Resolving Public Conflict: Transforming Community and Governance. New York, NY: Manchester University Press.

Availability to be announced

Stephens, John (2004). A Guidebook to Public Dispute Resolution in North Carolina. Chapel Hill, NC: School of Government, UNC-Chapel Hill

B) Other reading

Other reading assignments include websites, reserve and E-reserve materials, as specified below. Some materials will be distributed in class. Others will be available via Blackboard, the World Wide Web or through the Undergraduate Library Reserve Reading system.

V. HONORABLE CONDUCT

I expect fair, honest and respectful conduct in my courses. I seek to model such behavior. The university's Honor Code is in effect for this course. I urge students to become familiar with the Code, as presented at <http://instrument.unc.edu/> and to raise questions or concerns before assignments are due. All quizzes and exams, written work and other projects are to include affirmation that the student upheld the provisions of the Honor Code.

VI. ASSESSMENT OF STUDENT PERFORMANCE

A) Expectations of Instructor

This is an elective graduate course, so I expect that a student is enrolled because he or she wants to know about the subject, and/or improve his/her conflict resolution and group problem-solving skills. You can help increase your learning by periodically asking yourself what you have learned in the course and how you can enhance your learning. I welcome students' ideas for instructor attention to specific topics or different forms of instruction. Suggestions may be made during or outside of class.

To help you assess your performance in the course, I will provide comments on assignments. Other forms of feedback are available (e.g., individual conferences).

I am required to record a formal assessment of your performance in the course. "P" (PASS) is the typical grade for MPA program courses. This can cover a fairly wide range of performance, from good to minimally acceptable work. The grade of "L" (LOW PASS) indicates that all course requirements were met, but that the work was below the standard of performance expected of graduate students. The grade of "H" (HIGH PASS) indicates extraordinarily fine performance. The grade of "F" (FAIL) indicates that the student did not complete all course requirements or that the quality of work was unacceptable. The grade I assign will be based on my evaluation of your performance on the assignments and class participation. You may ask for your current performance/grade at any point in the course.

B) Assignments

All assignments are due in class on the designated dates, unless otherwise noted.
For email submission of assignments, send to: stephens@iogmail.iog.unc.edu

Assignment Number	Due Date	Activity	Percentage of Grade	Comments
N.A.	Throughout	Class Participation + “Blueprint of Learning”	20	Attendance plus active participation. Demonstrate understanding of assigned readings. Come prepared for in-class exercises. Blueprints checked – Sept. 27, Oct. 11, Oct 25, Nov. 8, Nov. 29
1	Sept. 6 5:00 p.m.	Summary of website + read other students’ summaries	5	Individual assignments made Aug. 30 in class, post to Blackboard course website and submit to: stephens@iogmail.iog.unc.edu
2	Sept. 20	Conflict Assessment	5	Take-home case distributed September 13
3	Oct. 11 and 18	Student Group Presentations	10	See below
4	Oct. 25	Mid-Term Exam	15	In class – approx. 90 minutes
5	Nov. 8	Public Participation Design	10	Take-home case distributed Nov. 1
6	Sept. 20 Oct. 18 Nov. 15 – Dec. 6	Major Project Initial ideas Final Choice Possible in-class presentations or exercises	25	a) General options described below. b) Past student projects available for review. c) Can be done in a group of 2 to 4 students.
7	Nov. 8 or later	Quiz	5 or zero	Depends on quality of class participation
8	Dec. 13 or later	Final Exam or In-class Simulation	5 or 10	Simulation: Advanced reading required

Class Participation and “Blueprint of Learning”

I believe students’ learning is greatly enhanced through discussion, exercises and other interactive class activities. It is also important to integrate learning gained from reading, classroom experiences and reflection. My term “Blueprint of Learning” refers to a visual tool for pursuing the goal of connecting the course material, classroom discussion and activities, and individual learning goals to promote an integrated system of knowledge.

The exact form of the “blueprint” is up the student. It could be a linear outline of topics/concepts, related subcategories, readings, activities, etc. The blueprint could be more of a diagram, using boxes, circles, arrows or other graphical means to show both distinctions between concepts, and relationships. The blueprint could be more of a narrative, taking the students learning goals and reflecting on what has been relevant from readings, class activities, etc. and what is missing and unclear, or insightful and fully comprehended as part of the goal. Finally, the blueprint could

incorporate different elements, or be in some other visual form (e.g., at three-dimensional model) that is meaningful to the student.

The blueprints will be shared. Using Blackboard or other means, the blueprints will be made available to all students in order to enhance individual and shared understandings of the course. The blueprints can assist the instructor in reviewing material that is not comprehended, highlight insights from individual blueprints, and change or enhance material in order to improve learning.

Assignment 3: Student Group Presentations

Purpose: To use a group project setting to accomplish three goals

- a) Presentation and engagement of students with specific topics and course material;
- b) Reflect on group negotiation/decision-making as part of understanding roles, personalities and components of group effectiveness in relation to the themes of the course;
- c) Create an opportunity for innovation in designing discussion, case studies or exercises as part of effective teaching/learning of the material.

There will be three groups, each with a respective topic. Each group is expected to assign reading or other advance preparation, and use 60-minutes of class time to teach their respective topics.

The topics are:

- a) Public Participation
- b) Facilitator Skills
- c) Regulatory Negotiation

One group will present on October 11th, and the other two groups will present on October 18th. The October 11th presentation group will need to make the reading/preparation assignments no later than the end of class on September 27th. The October 18th presentation groups will need to make the reading/preparation assignments no later than the end of class on October 11th.

The instructor will provide basic material on September 13 to each group. Superior presentations will draw on one or more of: reserve reading, online material identified through research, careful design of goals for learning and appropriate pedagogy.

The instructor expects to give early, direct guidance on appropriate material and then to have an easily accessible but less-directive role in coaching groups as they develop detailed plans.

Assignment 6: Major Project

The purpose of the major project is to offer students the opportunity to apply the theories, research, and techniques of public dispute resolution [PDR], public participation [PP] and consensus building in a way that is of personal interest and promotes their professional development. Students propose projects and meet with the instructor to refine the objectives and scope of the work.

Ideas for, and past examples of, projects include:

1. An in-depth analysis of 2-3 articles (or a book) outside of the required readings with reference to the arguments, models, or research from one or more required readings yielding a class presentation or written product of scholarly quality.
2. Author a detailed case study of a public conflict. One student's project: a stakeholder assessment for creating a process to reform the UNC-CH Student Judicial Code.
3. Perform a conflict analysis with the primary goal of designing an intervention in an ongoing conflict.
4. Interview a government official or private consultant (in person, via phone, or via e-mail) to probe a theory or issue in PP, consensus-building or PDR. Instructor can offer several possibilities and make an initial contact.
5. Research a particular content area of the PDR/PP fields (e.g., transportation, health care, education, elder care, national security and individual liberty tensions, racial/ethnic/gender dynamics of conflicts). One student's project: The relationship between the concepts of "human capital" and "social capital." Another example: PowerPoint presentation on the book *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts* by Harold H. Saunders.
6. Analyze a particular issue in the PDR/PP fields (e.g., rosters of practitioners vs. "open listings"; consumer understanding and protection; assuring representation and fair standing of low-power constituencies; use and abuse of mediator/facilitator power; links between informal consensus-oriented forums and formal, authoritative legislative/administrative bodies).
7. Design and conduct a simulation (e.g., a conflict assessment interview, a multi-person negotiation or collaboration). A student project: Authoring a role-play on a regional transportation issue, with fellow students playing the stakeholders, so the student could get practice facilitating the different needs and personalities of the stakeholders.
8. Design and implement a skill-building activity. Example: three students designed six role-plays based on education and public administration issues so they could practice mediation skills. They videotaped and critiqued their performances.

VII. ASSESSMENT OF TEACHER PERFORMANCE

Consistent with my teaching philosophy, I wish to engage students in methods of assessing my performance that are periodic and productive. Thus, I offer the following as a starting point for discussion:

1. Informal feedback on my performance is encouraged in several forms
 - (a) During class, if a teaching method is not effective or is particularly useful
 - (b) At breaks in class
 - (c) Conversation outside of class
 - (d) Individual e-mail
2. Formal feedback
 - (a) Discussion and student consensus decision-making on a method and schedule for the full class' assessment of my performance [Proposed: October 25]
 - (b) Standard end-of-course individual written evaluation.

3. Grievances. If you judge that I am acting in an unethical manner, am unresponsive to individual or group feedback, or the above methods for assessing my performance are unproductive; contact the MPA Program Director, Dr. David Ammons, c/o Jean Coble at 962-0426.

VIII. USE OF INTERNET TECHNOLOGY IN THE COURSE

Course announcements, material, notes, posting of some assignments and discussion capabilities will utilize the UNC Blackboard system: <https://blackboard.unc.edu/>

Online reading is specified in the course schedule below and will be revised through in-class or electronic announcements.

X. COURSE SCHEDULE, ASSIGNMENTS AND ACTIVITIES

Schedule changes will be announced in class or via e-mail.

Date	Topics/Activities/Assignments
Aug. 30	<p><i>Introductions, key points of syllabus</i> <i>The value of student initiative</i> <i>Overview of assignments</i></p> <p><u>TOPICS</u> Overview of Conflict and Conflict Resolution ADR and PDR Terminology Overview: Public Dispute Resolution [PDR] in NC</p> <p><u>ACTIVITIES:</u> Two-person Negotiation: Limited Resource Competition Student Learning Goals and existing knowledge, via a “pre-test” [ungraded]</p> <p><u>ASSIGNMENTS</u> Description of Assignment 1: summarize a website (choose from list) Assignment 3: Preferences on Student Group Presentations</p>
Sept. 6	<p>Labor Day – no class ASSIGNMENT 1 DUE, 5:00 p.m.: Submit to Blackboard course website and email to stephens@iogmail.iog.unc.edu</p>
Sept. 13	<p><u>TOPICS:</u> PDR genesis, history, practice, purpose Negotiation – approaches and applications Public Participation and PDR Conflict Assessment</p> <p><u>ACTIVITIES:</u> Discuss website summaries View mediation videotape + worksheet Practice Conflict Assessment</p>

Sept. 13, con't.

Reading

Creighton, Chapters 1, 2

Dukes: Introduction, Chapters 1, 2, 3, 8 and Appendix: Terminology

Stephens: Chapters 2, 8

Online: Positions and Interests module --

<http://ncinfo.iog.unc.edu/onlinecourses/disputeresolution/positionsinterests/introduction.htm>

Blackboard: a) At least 3 reviews of websites; b) Stephens – “Methods”, c) Stephens - “Framework”

Course administration:

Assignment 3: Groups, Topics and Presentation schedule set

Changes in content, schedule or instruction based on class size, student interests

Sept. 20

TOPICS:

PDR: competencies and qualifications, government guidelines and practices

PDR – Ideology of Management

ACTIVITIES: Mediation practice: neighbor dispute

Reading

Stephens - Chapter 3, selected sections; Chapter 6 - all

Rsrv: SPIDR-“Competencies”

Online:

a) www.ecr.gov - Roster qualifications

b) Collaborative processes, two flowcharts:

<http://www.ces.ncsu.edu/depts/agecon/nrli/stages.html> and

<http://www.csus.edu/ccp/collaborative/stages.htm>

c) L. Susskind:

<http://www.abanet.org/dispute/magazine/f97suss.html>

d) Best Practices for Government Agencies -

http://acrnet.org/acrlibrary/more.php?id=13_0_1_0_M

Blackboard/Electronic Reserve:

a) *Best Practices for Government Agencies*

b) *Competencies for Mediators of Complex Public Disputes*

Course administration:

ASSIGNMENT 2 DUE

Assignment 6: Major Project - Initial ideas and discussion

Description of “Blueprint of Learning

Preparation: Welfare Reform Exercise

Sept. 27

TOPICS

Facilitation of Dialogue
Collaboration
PP and PDR – Phase II

ACTIVITIES: Can you collaborate? Welfare Reform Exercise

Reading:

Dukes, Chapter 5. Stephens: Chapter 4
Creighton: Chapters 20, 21

Online:

- a) selected portions of www.iap2.org,
- b) Connor and Orenstein --
<http://www.islandnet.com/connor/winnipeg.html>

Course administration:

ASSIGNMENT 3: Preparation/reading for Oct. 11 presentation
Blueprint check
Assessing the instructor: developing a group approach

Oct. 4

Stephens absent

Topics/Activities

Video – State-Local Negotiations to Improve Human Services in
Maryland + worksheet
Mid-course assessment by students – discussion, decision to be
made in class October 11
Assignment 3: Presentation preparation

Oct. 11

TOPICS:

Assignment 3: Presentation
PDR and PP infrastructure: federal, state, local and independent
providers and programs
Evaluation of Success

ACTIVITIES: TBD

Reading

Dukes: Chapters 6, 7
Online and Rsrv: TBD

Course administration:

ASSIGNMENT 3: Preparation/reading for Oct. 18 presentations
Blueprint check

Date	Topics/Activities
Oct. 18	<p><u>TOPICS:</u> Assignment 3: Two presentations Dialogue Models PP and PDR: roles of elected officials and government employees Preparation for Midterm Exam</p> <p><u>ACTIVITIES:</u> TBD</p> <p><u>Reading</u> Rsrv: Wondolleck and Ryan. Online: portions of http://www.policyconsensus.org/</p> <p><u>Course administration:</u></p> <ul style="list-style-type: none"> a) Assignment 6: finalize Major Project b) Sample exam questions distributed c) Method selected for mid-course evaluation of Instructor d) Topics, possible guest speakers and other Nov. 3-Dec. 8 scheduling matters
Oct. 25	<p>ASSIGNMENT 5: MID-TERM EXAM</p> <p><u>Course administration</u></p> <ul style="list-style-type: none"> a) Blueprint check b) Revised course schedule distributed c) Students' evaluation and recommendations: Course and Instructor
Nov. 1	<p><u>TOPICS:</u> Public Participation: situation assessment and plan development Critiques of Consensus Community-based PDR Critical Issues in the PDR field – round 1</p> <p><u>ACTIVITIES:</u> Practice guided public participation design</p> <p><u>Reading</u> TBD</p>

Date	Topics/Activities
Nov. 8	<p>TOPICS: Critical Issues in the PDR field – round 2 PDR: roles and institutions Facilitative Leadership</p> <p><u>Reading</u> TBD</p> <p><u>Course administration</u> ASSIGNMENT 6 due Blueprint check</p>
Nov. 15, 22, 29, and Dec. 6	<p>TBD as part of Oct. 25 revised course schedule. A combination of guest lecturers, Major Project presentations, PP and PDR topics, and skill building Exercises</p> <p>Nov. 29 - Blueprint check</p>
Final Exam period (Dec. 13 approx.)	<p>ASSIGNMENT 8 – Final Exam or Group Exercise Student evaluation of course</p>
