

 <p>THE CENTER FOR JUSTICE & PEACEBUILDING</p> <p>A PROGRAM OF EASTERN MENNONITE UNIVERSITY</p>	<p>MEDIATION PAX 601</p> <p>SPI 2025 June 9-13, 2025</p> <p><i>Course meeting location and time: TBA</i></p>
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INSTRUCTOR INFORMATION:

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Meetings by appointment

COURSE DESCRIPTION:

This practice-based course offers an in-depth introduction to the art of mediation. Through a combination of lectures, discussions, case studies, small group activities, and practice mediation sessions, students will discover and deepen their understanding of conflict resolution and the mediation process. Topics include communication skills, negotiation strategies, active listening, ethical considerations and how to manage emotions and power dynamics during conflict resolution. Students will apply this learning by exploring the varying contexts in which these processes take place and the variety of perspectives and worldviews that parties bring to conflict resolution processes. By the end of this course, students will be equipped with the foundational knowledge and practical tools necessary to apply mediation techniques in real-world situations and contribute to peaceful conflict resolution in their personal and professional lives.

COURSE GOALS AND OBJECTIVES:

- 1) **Understand the core processes, skills and theories** that underlie mediation processes, and critique the contributions and limitations of the process.
- 2) **Assess the context** in which a conflict transformation process is taking place, the level of conflict, and the nature of each party's worldview. This would include an understanding of the embedded nature of the conflict in a particular culture or intersection of cultures, and the importance of **decolonizing** our methodologies.
- 3) **Examine your own** worldview, perspectives, and biases as a third-party mediator and develop practical skills in listening, paraphrasing, and curiosity.
- 4) Participate skillfully as a **third-party mediator** and as a **party** to a mediation process, (particularly in community, commercial, family and organizational contexts). Students will learn skills for mediating that work in person and while using online platforms.

REQUIRED TEXTS AND OTHER RESOURCES:

Students are encouraged to purchase or check out from the library the following book and read it prior to class starting OR during the week of class:

- Beer, Jennifer E. and Packard, Caroline C. (2012). *The Mediator's Handbook*, 4th Edition. Gabriola Island, BC: New Society Publishers. ISBN 978-0-86571-722-0.

Additional reading assignments will be posted on Moodle which will benefit student's learning and can be used for making connections in the final reflection paper.

For further exploration, students may consider purchasing the following books:

- Brown, Adrienne Maree. (2021). *Holding Change: The Way of Emergent Strategy Facilitation and Mediation*. AK Press.
- Trujillo, Mary Adams, Bowland, S.Y., Myers, Linda James, Richards, Philip M., and Roy, Beth (2008). *Re-Centering: Culture and Knowledge in Conflict Resolution Practice*. Syracuse: Syracuse University Press. ISBN 978-0815631620.
- Baruch Bush, Robert A. and Folger, Joseph P. (2005). *The Promise of Mediation: The Transformative Approach to Conflict*. San Francisco, CA: Jossey-Bass. ISBN 0-7879-7483-8
- LeBaron, Michelle. (2003). *Bridging Cultural Conflicts: A New Approach for a Changing World*. Jossey-Bass.

REQUIRED ASSIGNMENTS:

- **Reflection Activity** (due before class on day 2, June 10) — **10% of grade**
 - Respond to questions on Moodle reflecting on in-class activities and experiences with conflict.
- **Write a Mediation Role Play (3 pages single spaced)** (due one week after class, June 20) — **20% of grade**
 - Draft a role play based on a two-party or multi-party conflict that requires the intervention of a third party. Clarify the context in which the conflict is taking place, and draft instructions for each party to the conflict as well as a briefing paper for the mediator(s).
- **Mediation Simulation to the class – completed in class** — **25% of grade**
 - Prepare and carry out a mediation simulation for the class of a conflict transformation case based on a role play.
- **Mediator Self-Assessment (7-10 pages double-spaced)** (due two weeks after class, June 27) – **20% of grade**
 - Your final paper will connect the class readings, lectures, and activities and consist of your reflection on the mediation simulation and your development as a third-party intervenor, including areas for ongoing growth and questions for further exploration.
- **Participation in class discussion and role plays** — **25% of grade**

Students taking the class for professional development will be expected to participate in the Mediation Simulation, and participate in class discussion and role plays. They will not need to complete the Reflection Activity, write a Mediation Role Play OR complete the Mediator Self-Assessment.

These are brief descriptions of required graded assignments for the course. More details for each assignment can be found on the "Guidance Notes" that will be provided in class.

DAILY CLASS SCHEDULE:

TBA

SPI ATTENDANCE POLICY:

It is expected that individuals registering for an SPI session will attend the entire course (barring unforeseen travel delays or emergencies). Please contact SPI directly at spi@emu.edu before registering if you know you will have to miss any days of a course. SPI certificates are provided to participants only if they miss no more than one class day unless prior arrangements have been made with the SPI team and confirmed with the instructor. **For-credit participants are expected to attend all class sessions unless they are given permission from the instructor to miss a session.** SPI courses rely on active student participation in a learning community. If a participant misses class repeatedly and this disrupts the learning for others, they will be asked to leave the course and no money will be refunded for remaining course time.

GRADING CRITERIA AND OTHER POLICIES:

SPI provides all students taking the course for graduate credit some supplemental information that will serve as a resource after SPI when students are working on course assignments. This includes information on library resources, EMU's academic integrity policy, and guidelines for writing graduate papers, information regarding the grading scale and course deadlines, and then some suggestions we have for you in order to make your experience of taking SPI courses for graduate credit as successful as possible! These [documents](#) are all available online.