



**Department of Conflict Analysis and Resolution  
Comprehensive Examination - May 24, 2011  
Part II**

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**Please select two questions from the five questions given below. Please list the number of the question and the subject. Start each question on a new page. Please do not put your name on any page. You have four (4) hours to work on Part II.**

**Your answers should be well-thought out, clear, well organized, well-written and reflect a solid understanding of the material covered in the program. You must answer all the sections in the questions selected. Please read the questions carefully. You may find it helpful to draft a brief outline to use in organizing your answer. Since this is a graduate level comprehensive exam, you are expected to support your critical analysis by referring to theory, studies, models, and other scholarly work.**

**You will notice that attached to each question is a grading rubric. The grading rubric will show you the expectations of the faculty graders. Please review each rubric carefully. It will assist you in planning and executing your answer. The grading rubric will also be used by the faculty graders in assessing your answers. The department believes the addition of the rubric will provide you with even more clarity about expectations and how your answers will be graded.**

**Because this is a closed book examination, when you reference a reading the author's name is sufficient.**

**Good Luck!**

**IIA) FACILITATION THEORY AND PRACTICE**

1. There are a number of stake-holders who will emerge as plans are put into place to deal with Bin Laden’s reported death .The stake-holders still need to come to agreement on how to communicate the death through photos and stories. You have been asked you to come in as a consultant to facilitate this process. Who would be the relevant stakeholders participating in this facilitation, and what are their positions, needs/interests?
  
2. Why is facilitation appropriate for this conflict instead of another form of conflict resolution? Cite references.
  
3. Identify and describe each of Schwarz’s 9 steps in the problem solving model and describe each step in a paragraph.
  
4. Identify and describe 4 components that make-up the Skilled Facilitator Approach-the model designed by Schwarz.
  
5. Provide 3 one paragraph vignettes from this imagined facilitation to illustrate different facilitator moves after explanation of ground rules and before agreement, including your explanation of what the move is and why it is appropriate, as well as a supporting quote or paraphrase from a book, article, or video.

**GRADING RUBRIC**

<b>You must:</b>	<b>In order to pass:</b>	<b>Total Points:</b>
I. Identify the stakeholders and explain their positions and interests.	A. You must identify five stakeholders <b>5 points - 1 point for each stakeholder</b> ; B. Explain each stakeholder’s positions <b>5 points 1 point for each stakeholder</b> C. Explain each stakeholder’s underlying interests or needs. <b>5 points - 1 point for each and needs</b>	<b>15</b>
II. Explain why facilitation is appropriate for this conflict instead of another form of conflict resolution? Cite references.	A. You must provide at least three reasons to select facilitation. <b>6 points</b> B. You must provide three reasons why another conflict resolution method, which might be reasonably considered, would not be as good. <b>6 points</b> C. You must provide at least three citations, one for each reason. <b>6 points</b>	<b>18</b>
III. Identify and describe each of Schwarz’s 9 steps in the problem solving model and describe each step in a paragraph citing appropriate books/articles.	A. Identify and describe each step in the problem solving model and cite a source for <b>1 point each</b> .	<b>9</b>

<p>IV. Identify and describe 4 components that make-up the Skilled Facilitator Approach- the model designed by Schwarz.</p>	<p>Identify and describe 4 components that make-up the Skilled Facilitator Approach. Use a paragraph to describe each of the 4 you named. Each component and paragraph includes <b>1 point each</b>.</p> <p>You must provide a citation for each component <b>2 points</b>.</p>	<p><b>6</b></p>
<p>VI. Relate this model to philosophy or theory. Use citations to support your points.</p>	<p>A. You must succinctly explain the philosophy or theory underlying the model you are using <b>1 point</b>  B. And provide at least one citation. <b>1 point</b></p>	<p><b>2</b></p>
<p>VII. Provide 3 one paragraph vignettes/scripts/dialogues illustrating different facilitator moves <u>after ground rules and before agreement</u>, including your explanation of what the move is and why it is appropriate, as well as a supporting quote or paraphrase from a book, article, or video.</p>	<p>A. You must have three vignettes. Each vignette must take place after the explanation of ground rules and before agreement for the vignette to get any credit. <b>15 points – 5 per vignette</b>  B. You must provide one facilitator move for each vignette. <b>3 points 1 per vignette</b>  C. Name and define each move. <b>6 points 2 per move</b>  D. You must explain why each move is appropriate. <b>3 points 1 per move</b>  E. You must provide a supporting quote and citation for each move. <b>3 points 1 per move</b></p>	<p><b>30</b></p>
<p><b>You MUST receive more than 56 points to pass this section</b></p>		<p><b>80</b></p>

## **II B) HUMAN FACTORS**

The article below addresses the recent French law banning the wearing of face veils. Read the article and consider Maslow’s human needs, first from the perspective of a French veil-wearing woman and second from the perspective of a French lawmaker.

For each Human Need explain what Maslow means, indicate why that need applies or does not apply to the party. If it applies indicate the underlying interests. If it does not apply, and you are correct that there is no application, you will not lose points. **Only one human need does not apply.** The rubric below is provided so you know how the answer will be graded. You can insert your answers into the rubric or use an essay.

### **GRADING RUBRIC**

Human Need	French Woman	Lawmaker
<b>Physiological</b>		
Definition	2	2
Applicability and explanation	4	4
Underlying Interest/s	4	4
<b>Safety-Security</b>		
Definition	2	2
Applicability and explanation	4	4
Underlying Interest/s	4	4
<b>Love, Affection, Belonging</b>		
Definition	2	2
Applicability and explanation	4	4
Underlying Interest/s	4	42
<b>Respect, Esteem, Control</b>		
Definition	2	2
Applicability and explanation	4	4
Underlying Interest/s	4	4
<b>Self-Actualization</b>		
Definition	2	2
Applicability and explanation	4	4
Underlying Interest/s	4	4
<b>100 total points</b>		
<b>You MUST receive more than 70 points to pass this section</b>		

NY Times

## France Enforces Ban on Full-Face Veils in Public

By STEVEN ERLANGER

Published: April 11, 2011

VÉNISSIEUX, France — France on Monday formally banned the wearing of full veils in public places, becoming the first country in Europe to impose restrictions on a form of attire that some Muslims consider a religious obligation.

The ban, which came after a year of debate and months of preparation, is viewed by supporters as a necessary step to preserve French culture and to fight what they see as separatist tendencies among Muslims. But the ban set off protests in Paris and several other cities, and it has left many Muslims, including those in this heavily immigrant community near Lyon, worried about their rights as French citizens.

Karima, 31, who was born in France and asked to be referred to by only her first name, has worn the [niqab](#) since the age of 15 as a sign of her devotion to God. She says she feels as if France has betrayed her.

“It’s as if I was married to a man who mistreated me, but I’m still in love with him,” she said. “It’s as if he had an identity crisis, and I would still stay with him after 31 years of marriage.”

The police do not have the authority under the law to remove full veils, only to fine or require citizenship lessons for those who violate the new law. They also showed few signs of moving quickly to enforce the new rules for fear of causing unrest in big cities with Muslim communities.

“The law will be infinitely difficult to enforce, and will be infinitely rarely enforced,” Manuel Roux, a union leader for local police chiefs, told France Inter radio.

Patrice Ribeiro, general secretary of Synergie Officiers, a police union, said the law was “a source of trouble more than anything else.” In areas with large immigrant populations, he said in an interview, the law cannot be carried out strictly: “We’ll create riots.” He said the matter would need to be handled with the help of religious authorities.

The issue was set alight in April 2009 by André Gérin, then the Communist mayor of Vénissieux. Half of the town’s 60,000 residents are non-French citizens or their French-born children, and the niqab has been a relatively normal sight here. Mr. Gérin said at the time that the full facial veil, which is known in France erroneously as the burqa, should be banned in the name of the liberty and equality of women in a secular country.

On Monday, in his office, Mr. Gérin said the burqa was “just the tip of the iceberg” of the spread of Muslim radicalism and separatism that threatened the French

Republic.

The law does not mention Islam or women. It bans the covering of the face in any public place, including shops and the street, as a security measure. A clause says that anyone who forces a woman to cover her face can be imprisoned for up to a year and fined up to 30,000 euros, about \$43,000.

But the law is “a point of departure,” said Mr. Gérin, who retired as mayor but remains a member of the National Assembly. Speaking of young Muslim women who refuse to participate in school sports, or Muslim men who refuse to allow a male doctor to treat their wives or who allegedly compel their wives to wear the veil, Mr. Gérin called the law “a wake-up call,” a means “to eradicate this minority of fundamentalists, ‘the gurus’ who instrumentalize Islam for political reasons.”

Polls show that the law is broadly popular in France, and it passed the lower house of Parliament with only one vote opposed. But many Muslim women say it feels like an outrage. To them, it singles out and stigmatizes one gender of one religion.

Karima, who runs a business and uses public transportation, said she would lift the veil if required for an identity check, but added, “I won’t remove it, I’ll have to be buried in it.”

Her husband supports her, she said, and she wants her daughter, 11, to respect Islam, too. She is thinking about buying a scooter so she can wear a helmet instead. But frankly, she said, the metro is much faster.

She cannot sleep with worry, she said. “From now on, I’ll be treated like an illegal worker, an outlaw, a person wanted by the police, even though the only crime I’ve committed is to show myself as I am.”

Nelly Moussaid, 28, a former national karate champion, has been wearing the niqab for two years “as a sign of faith.” She lives in Marseille with her husband and their 4-month-old boy. While Marseille is a tolerant city with many immigrants and Muslims, she said, “those who keep wearing the niqab will go crazy,” asking: “Will they manage to catch all of us, arrest us at every corner of every street?”

The mood in France is aggressive, she said. “Before, on the street, I got only stares. But now people look at us as if we had killed their mothers.”

The Interior Ministry estimates that only about 2,000 women wear the niqab in France, while Mr. Gérin, who helped write a long parliamentary report on the issue, believes that the number is higher. But with an estimated six million Muslims in France, the action taken seems large compared with the problem, critics say, and they accuse President Nicolas Sarkozy and his center-right party of playing politics with a generalized and unjustified fear of Islam and immigrants.

Mr. Sarkozy has responded that Islam is not the problem, only radical Islam, which does not respect French values and separation of church and state.

Naima Bouteldja interviewed 32 women who wear the niqab for the Open Society Foundation, a nongovernmental organization. She found none who said they had been forced to wear the veil, and 10 said they started wearing the niqab as a response to the political controversy. Eight of the 32 were French converts to Islam; a third said they did not wear the niqab all the time.

“Some were angry, and some said that many ‘niqabis’ had already left France, and many of them talked about leaving France,” she said. “Most of the women confront verbal abuse on a daily basis, with a lot of the abuse coming from Muslims.” Her report, “Unveiling the Truth: Why 32 Muslim Women Wear the Full-Face Veil in France,” was released Monday.

In Paris, a protest over the ban near the Cathedral of Notre-Dame, organized by a Muslim property developer, resulted in the arrest of two men and three women for an illegal gathering, the police said — not for the women’s wearing of the full veil.

## **II C) NEGOTIATION**

Write a 3-5 paragraph description of a conflict that will have identifiable parties and have positions and interests and BATNA and multiple stakeholders (primary and secondary). When you write the description, DO NOT use any of these terms. The description should be of a conflict YOU KNOW ABOUT even if you have to make up part of it---it can be an interpersonal dispute, a labor-management conflict, a family dispute, an organizational dispute, a community dispute, international/tribal etc. Make it complicated and thorough enough that you can use the rubric questions to analyze it and say why it is appropriate for Negotiations.

### **GRADING RUBRIC**

<b>You must:</b>	<b>Points</b>
Appropriateness of the case you wrote to the assignment.	20
Define negotiation and state why the controversy you selected is appropriate for negotiation as opposed to another approach to conflict transformation.	10
Which model/approach to negotiation would be most useful? Provide three reasons to support your assertion.	10
Define and identify the following elements of the controversy: <ul style="list-style-type: none"><li>• Stakeholders</li><li>• Primary parties</li><li>• Secondary parties</li><li>• Issues</li><li>• Positions</li><li>• Interests</li><li>• BATNA</li></ul>	30
If you were a consultant to the primary parties of the dispute, what would be five helpful hints that you would advise them to think about and/or do to help make the negotiation successful?	15
How do you think this conflict will eventually play out? Why do you believe this? What will be the most critical factor(s) in determining how it will develop?	15
<b>Total</b>	<b>100</b>
<b>You MUST receive more than 70 points to pass this section</b>	

**II D) MEDIATION**

There are two parts to the mediation question. You must get a total of 70% to pass the mediation question

**Part I**

This question is based on an article, which is printed below.

President Obama has determined that the video of the corpse of Bin Laden will not be available to the media. However, there is still dissatisfaction. President Obama has identified two individuals, each representing a powerful group, to participate in mediation and, hopefully, reach a recommendation that will be a win-win. John Smith, representing President Obama, and Mary Jones, representing a group called Free Access for Americans have agreed to mediation. Using either the human needs/relational problem solving model or the narrative model create a script that takes place during storytelling. Select either party. Write the story they would tell, and write the reflection and reframing of the mediator. Now do the same thing for the second party.

**GRADING RUBRIC FOR PART I**

15	Story for John Smith
15	Story for Mary Jones
20	Reflection and reframing for John Smith
20	Reflection and reframing for Mary Jones
<b>70</b>	<b>Total Points for Part I</b>

**Part II**

Compare and contrast the three mediation models you learned in the program, using any three criteria or categories you choose.

**GRADING RUBRIC FOR PART II**

	Category for Comparison	Human Needs/Relational Problem-Solving	Narrative	Transformative
<b>10</b>				
<b>10</b>				
<b>10</b>				

**Total 100 points for Parts I and II**  
**You MUST receive 70 points or more to pass the mediation question.**

## **Bozell: Bin Laden's Controversial Aftermath**

Friday, May 06, 2011

By L. Brent Bozell III

It's inevitable that the joy and national unity over the killing of that monster bin Laden would cool. Already we're debating the journalistic and political ramifications. On Wednesday, President Obama told CBS he wouldn't "spike the football" by releasing photos proving Osama is dead. I agree with the President, as much as that pains my friend Sean Hannity and other conservatives (and non-conservatives like Juan Williams).

Some argue that it will put to rest any conspiracy theories that this is but a hoax. No it won't. Let's go back to the American killing of Saddam Hussein's sons Uday and Qusay in 2003.

To deal with the paranoia and disbelief of Iraqis, the military allowed access to the bodies...after they did facial reconstructions to make the sons look more like they did before their faces were shot off. Guess what? None of that helped with many Iraqis, who continued to express skepticism.

The failure of the Hussein sons to reappear (and now Osama) should be proof for the doubters, not so for fanatics. Before he had birthers; now we'll have deathers. Is the inherent risk of greater violence by the release of the pictures worth it? Reuters gained access to some grisly pictures of dead men at Osama's compound. I look at them and see pictures of dead killers, murderers of innocent men, women and children – and I'm glad they're dead. Many millions of Muslims will see pictures of what appear to be defenseless, innocent men – and will be outraged.

Perception is everything. Why fuel it?

Why not just say – proclaim – Osama bin Laden's dead, and we're happy with the result? On the broader question, we can ask our media to please develop a consistent standard for these things. Why aren't they going nuclear against Obama's (correct) decision? Whatever happened to their "right to know"?

On August 4, 2005, the Reporters Committee for Freedom of the Press proclaimed a coalition of 14 media organizations and public interest groups they organized – including CBS, NBC, and The New York Times – had filed a friend-of-the-court brief with the ACLU in U.S. District Court in New York urging the release of Abu Ghraib prisoner abuse photos. The RCFP also filed an amicus brief for the release of detainee-abuse photos in prisons other than Abu Ghraib, which the Obama administration agreed to release in April of 2009.

"The government has taken the position in this case that the more outrageously the behavior exhibited by American troops, the less the public has a right to know about it," complained RCFP executive director Lucy Dalglish. So far, in the first day since the White House announced it would not release the photos, there's no objection from the RCFP.

Liberal journalists have favored gruesome images when the dead are American troops. In both wars with Iraq, in 1991 and in 2003, former CBS anchor Walter Cronkite insisted it was terrible (even "criminal") that "we're still not seeing the bloodletting." In 2006, CNN chose to show video, apparently made by Iraqi insurgents, of American soldiers being shot by a sniper. I don't recall the liberal journalists or Sen. Obama raising objections to that.

Under the liberal standard here, it seems political: the "right to know" matches neatly with the need to embarrass (or "hold accountable") the Bush administration. Embarrassment or accountability isn't so urgent at the Reporters Committee for Freedom of the Press in the Osama case.

Team Obama also faces a curious controversy over Osama's quick burial at sea, achieved so as to satisfy Muslim religious traditions. Once again, unlike many conservatives, I didn't have an early objection to showing that respect – not to Osama, but to the faith he supposedly upheld. A quick glance at American military procedures for the burial of internees suggests a burial according to the religious rites of the deceased. That's simple American decency.

But if will help, upset conservatives can go to al-Jazeera and discover they've found Muslims who think the burial at sea was horrendous. Yahya Hendi, Muslim chaplain of Georgetown University, called the sea burial an "absolute violation" of Islamic traditions, and an unwise decision that (naturally) mars America's image.

"Islamic law traditionally allows disposing of a corpse at sea only if the person dies on board ship and there is no possibility of getting the body to dry land before it decomposes," added Marion Katz, professor of "Islamic law, gender and ritual" at New York University.

Patriotic Americans could surely unite around the notion that we can treat the enemy dead with respect, as we would want our dead respected. We shouldn't do that as a deep bow to Islam, and Obama should stop this foolishness of stating that bin Laden wasn't really a Muslim leader.

## **II E) ORGANIZATIONAL CONFLICT**

### **College shootings Cause Gun Issue to Resurface (Adapted)**

Recent separate shootings at several universities including the University of Texas (UT) at Austin and Seton Hall University gripped the nation, as they resulted in the deaths of two college students, one of whom was an innocent bystander.

Nineteen-year-old Jessica Moore was fatally shot at an off-campus house near Seton Hall University early Saturday after a gunman opened fire on a party she was attending. The gunman — later identified as 25-year-old Nicholas Welch — refused to pay the cover charge, and when he was denied entry, he shot five individuals, including Moore. Welch was subsequently arrested and charged with murder, conspiracy and illegal weapons possession. He is being held on \$2 million bail.

Two days after the Seton Hall shooting, a gunman opened fire on campus at the University of Texas at Austin, sending the entire university into lockdown.

The shooter was spotted before classes wearing a dark suit and a ski mask, running through campus carrying an AK-47 assault rifle. Then, the individual — later identified as 19-year-old Colton Tooley — started shooting, firing randomly into both the air and the ground.

Fortunately, Tooley did not hit anyone, although police say he easily could have. Once SWAT teams spotted Tooley, they followed him up to the sixth floor of the university's main library. Once they got there, however, police found that Tooley had fatally shot himself.

The shooting sent the campus into lockdown for the entire day, as questions circulated as to whether another shooter was on the loose. Original police reports cited shootings occurring at different spots on campus, causing police to have to search for another potential gunman. It was later determined, however, that Tooley acted alone.

While the campus was searched, students were instructed via e-mail and text to stay off campus, and if they were already there, to lock their doors and stay put. According to witness reports, the shooter was spotted waving and smiling throughout the rampage. As of yet, no motives for the shooting have been established.

Both the murder at Seton Hall and the shooting at the UT have been stirring up nation-wide controversy. Beyond parents and students questioning the security of college campuses, the events are bringing other issues, such as gun control, back to the forefront. Utah has passed a bill permitting public university students to carry

guns and a Colorado law leaves the decision up to each college. Texas lawmakers, for instance, are using the shooting to push new legislation that would allow Texas college students to carry concealed handguns for self-defense, provided that they pass an eight-hour training course.

The President of Crystal Lake University (CLU), a state school with an undergraduate population of 8,000 and a graduate population of 5,500 in Colorado, and his executive committee are deeply concerned about campus security and the perception others may have about the safety of campuses. These recent events have re-ignited debate at CLU regarding carrying concealed guns on campus. Since Colorado law permits each school to decide for itself, this issue is now the most talked about issue on campus with daily discussion on the campus radio station, debates in classes and in the Faculty Senate and growing protests. Several student groups have scheduled protests on campus this week. One group, group is a social action and pacifist group calling themselves Peace and Justice (PJ). PJ is strongly against allowing any weapons on campus. They do not even want local police to come onto campus bearing arms. PJ is planning a candlelight vigil and believe the problems in Texas and NJ have nothing to do with the good safety record at CLU. The leader of PJ is Kareen Somora, a graduate student in the Peace Studies program.

The second group calling themselves Safety First (SF) believes very strongly that students should be permitted to bring licensed guns on campus for self-protection as long as they are well trained. They have printed leaflets and distributed them on cars, in the student union, and in the residence halls admonishing the university's Board of Trustees to permit them to better protect themselves by carrying licensed guns. They are willing to sponsor training in the safe handling of guns and have arranged with a local shooting range to rent the range and retain a trainer for target practice and lessons. Their leader is a graduate business student named Brian Davidson.

In addition, the Faculty Senate is deeply divided on the issue. Those opposed to guns on campus are led by Dr. James McDougal, a professor in the Philosophy Department. They are concerned that having guns will lead to violence rather than more peaceful solutions. They noted that CLU has not had gun violence in over 20 years. Those in favor of carrying licensed guns are led by Dr. Walter Tara, an associate professor in the Chemistry Department. He and his group believe they have the right to defend themselves should a crisis erupt. Both have written pieces in the university and local papers and both have appeared on local and national television on the issue.

The President, his executive committee and the Board of Trustees will be meeting in

two months for their regularly scheduled two day retreat and this issue has been placed on the agenda.

In preparation for the retreat the President has appointed the Dean of Students to chair a task force to help identify the issues and concerns, identify individuals and group representatives who should be invited to sit on the task force, seek the input of all stakeholders, and identify external consultants to serve as advisors to the task force. The Dean will then bring a preliminary recommendation and plan forward to the President and the Board of Trustees at the retreat.

**The university has identified you as an external consultant. You have been asked to assess the situation from an organizational conflict perspective:**

**Please answer the following:**

- A. Define and discuss organizational conflict and its root causes. How does the notion of “systems” relate to this organization? How would you define and explain the various aspects of culture, including organizational culture and how do they relate to this case?
  
- B. How would you conduct a needs assessment to collect sufficient information from all of the stakeholders? What information would you need and from what groups? Provide 3 steps you would take in conducting the assessment.
  
- C. Be specific about how you would go about the process of working with this group, including what individuals or groups you wish to work with as part of an intervention strategy and the range of conflict resolution skills and services that can be provided to this organization. What are the first two steps you would recommend to enhance the morale of students and employees?

Please make sure you support your analysis by referring to the texts and other related sources. You are expected to mention sources although you are not expected to provide full citations.

**GRADING RUBRIC**

<b>You must:</b>	<b>In order to get full percentage:</b>	<b>% Of Total</b>
A. Define and discuss organizational conflict and its root causes. How does the notion of “systems” relate to this organization? How would you define and explain the various aspects of	1. Define and discuss organizational conflict (5%) 2. Define and discuss systems and relate it to this case (5%) 3. Define and explain culture. Define and explain organizational culture. Explain the role of culture	<b>25</b>

culture, including organizational culture and how do they relate to this case?	in this case? (10%)	
How would you conduct a needs assessment to collect sufficient information from all of the stakeholders? What information would you need and from what groups? Provide 3 steps you would take in conducting the assessment.	How would you conduct a needs assessment including all of the stakeholders? What information will you need? Who will you get this information from, meaning what groups? (20%) What 3 specific steps would you take in the needs assessment? Why are these steps important and what would you do? (10%)	<b>30</b>
Be specific about how you would go about the process of working with this group, including what individuals or groups you wish to work with as part of an intervention strategy and the range of conflict resolution skills and services that can be provided to this organization. What are the first two steps you would recommend to enhance the morale of students and employees?	<ol style="list-style-type: none"> <li>1. Discuss what individuals or groups you wish to work with as part of an intervention strategy and why. (10%)</li> <li>2. Discuss what specific conflict resolution skills and services (ex. Training, Facilitation, etc.) you would offer to the university and why. (15%)</li> <li>3. What recommendations would you make regarding the first 2 steps you think the university should take to address student and employee morale and why. (15%)</li> </ol>	<b>40</b>
Support your critique by referring to the texts and other related sources.	Refer to texts and other related sources as appropriate. You only need to cite the author, title, theorist, or model, not the entire citation.	<b>5</b>
<b>You MUST receive more than 70% to pass this section</b>		<b>100</b>