



Claudia Cohen, Ph.D.

Scholarly and “Practice” Interests :

Claudia’s current research interests include: strategies for promoting personal transformation and nonviolent conflict resolution, using a Participatory Action Research (PAR) paradigm (with formerly incarcerated men and women); participatory case studies of conflict resolution systems in collaborative environments; the use of narrative to create qualitative models of conflict engagement and the impact of reflective practices on mediator efficacy. She has spearheaded a multiyear collaboration with the Fortune Society, a community-based organization that provides services to justice involved individuals. They presented their collaborative work at the 2014 International Society for Justice Research conference in NYC, an event co-sponsored by the MD-ICCCR.

Selected Publications :

Recent publications include a chapter in the *The Handbook of Conflict Resolution*, 3rd Ed. (Deutsch, Coleman & Marcus, Eds.) with Neshkes, Pryce-Screen, Hernandez, Linder and Doherty-Baker. It describes a collaborative case study of a supportive, transitional housing community for formerly incarcerated individuals that encourages individual transformation and creates a culture of nonviolence. A recent article in *Conflict Resolution Quarterly* (with Kressel, Butts and Reich) explores the universe of mediator styles as well as self and other perceptions of efficacy in the mediation process.

Teaching and Curriculum:

Claudia teaches a course for MA students at TC, *Managing Conflict in Organizations*. The course promotes a scholar-practitioner model. Foundational theories in cooperation and conflict resolution provide a scaffold for the experiential learning and reflective practice. Topics include negotiation, mediation, power and conflict, emotion and conflict, diversity and multi-culturalism and systemic conflict management. Students are supported in making the connection between their classroom learnings and their past and future professional experiences. She is engaged with a curriculum revision initiative at the MD-ICCCR whose goal is to incorporate emerging science (including DST) and innovative pedagogy to meet the needs of the next generation of conflict scholars and practitioners.