

Conrad Grebel University College, University of Waterloo

PACS 202/LS 271: Conflict Resolution

Winter 2020

Instructor: Keith Regehr
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I will not respond to student emails between Fridays at 5:00 pm and Mondays at 9:00 am.

Class Times: Monday and Wednesday, 10:00 am to 11:20
Office Hours: By Appointment
Readings: All course readings are in e-Reserves available through the Library website

Course Description:

The UW Calendar describes PACS 202 to be “an examination of the resolution of conflicts, ranging from interpersonal to broader social and international conflicts. Students are introduced to negotiation, mediation and non-violent resistance, and are encouraged to develop their own theoretical understandings that aid in addressing conflict.”

Context for PACS 202/LS 271

PACS 202 is one of three introductory 200-level Core Courses in Peace and Conflict Studies. Although these three courses can be taken in any order, each builds on, and adds to, the foundation laid by the previous course.

- PACS 201, Roots of Conflict, Violence and Peace, is designed to explore the reasons for violence and it examines the various dynamics of human conflict, aggression and war. This course presents a basic overview of the concepts of peace, conflict, and violence.
- PACS 202, Conflict Resolution, is designed to introduce students to the different theories and methods of conflict resolution, ranging from interpersonal to broader social and international conflicts that are utilized in a democratic civil society. An emphasis is given to negotiation, mediation, hybrids, arbitration and adjudication.
- PACS 203, History of Peace Movements, examines how individuals and groups of persons working collectively have advanced the cause of peace in particular circumstances. Students enrolled in this class will study how the principles and practices analyzed in PACS 201 and 202 have been actualized by those who have been at the forefront of peace movements.

Learning Outcomes

By the end of the term, students should be able to:

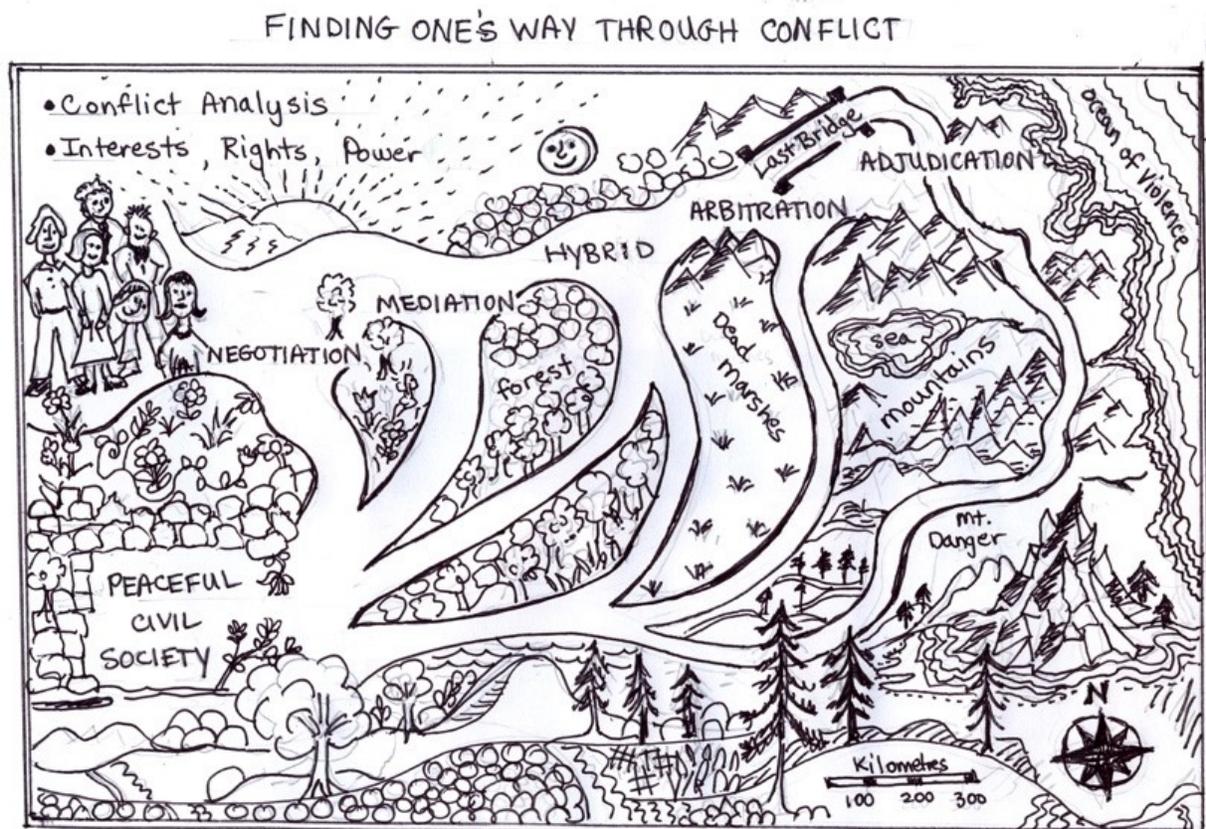
- Define terms, concepts, core values and phrases that are key to conflict resolution;
- Deconstruct conflict to identify underlying issues;
- Understand how collaborative and non-violent approaches to conflict undergird effective dispute resolution methods;
- Assess and re-evaluate one’s own conflict style;
- Explain principles of negotiation, mediation, hybrids, arbitration and adjudication and understand when each process is most appropriate to resolve a particular dispute;
- Recognize how conflict resolution processes are utilized in a peaceful civil society.

Course Teaching Methodology

Conflict resolution is not a course that can be taught in a lecture format only. Students must personally wrestle with concepts discussed in order to benefit from the course. Therefore, in addition to class lectures, teaching methodologies will include:

- Power Point lecture slides posted on the PACS 202/LS 271 Learn website;
- Power Point slides do not include everything covered in class;
- Student questions posed in class;
- Small group discussions during class;
- Excerpts from videos, guest lecturers;
- Case studies;
- Discussion of current events relevant to course topics;
- Student involvement in reports, role plays and simulation exercises.

Concept Map



Course Assessment

The final course mark will be composed of the following:

- Weekly quizzes – 20%
- Conflict summary – 5% (Due January 17, 2020)
- Re-assessment of conflict summary – 20% (Due March 6, 2020)
- Mid-term exam – 20% (February 12, 2020)
- Final exam – 35%

Assignment Details and Instructions:

- **Quizzes** – There will be a series of on-line quizzes covering lectures and readings listed for most classes as noted in the class schedule. Each quiz will be based on the class topics just completed. Once logged on, students will have 15 minutes to complete the quiz. Quizzes will consist of a series of randomly selected T/F questions related to the content of the readings and the lecture content. For those students who are entitled to time accommodation for the completion of exams and quizzes, I have designed the time for these quizzes in a way that gives every student 3 times the amount of time I would expect the average student would require to complete the quiz. As a result, I do not offer additional time accommodation for completion of the quizzes. The quizzes are open the entire term and close 1 week after the final class. They can be completed at any time.

- **Conflict summary** – Accommodations for the due date will be made for students who enter the class late. Students who face this issue must speak to me as soon as possible to arrange the accommodation.
 - Assignments submitted in a format other than MS Word will not be accepted.
 - Write a factual conflict summary describing a significant conflict situation in which you have participated. Make sure that this is a conflict that you feel comfortable writing about and that you feel comfortable having it read by the marker.
 - This must be an interpersonal conflict of some kind, either
 - Between you and one or more other people, or
 - Between other people with whom you have a relationship of some kind where you were drawn into the conflict in some way.
 - Students are not to use any concepts from the course. This is meant to be a response to the questions below based on what was experienced.
 - This summary is to be more than 750 words and no more than 1000 words long.
 - Students are to structure their papers with headings that identify which question they are answering.
 - Students are to address the following:
 - Write a brief chronology of the conflict.
 - What specific actions or inaction triggered escalation of the conflict?
 - The answer to this question should not repeat information from the previous question. It should be explanatory not descriptive.
 - What specific steps were taken to resolve the conflict and what was their impact?
 - What did this experience teach you about conflict?
 - This assignment is Pass/Fail. **A paper will receive a “Fail” for failing to comply with the guidelines above, as well as for any of the following:**
 - Unacceptable number of grammar or spelling errors.
 - The answers to the questions are superficial.
 - The writing is of very poor quality such that it is difficult to understand.
 - Students whose papers receive a “Fail” will have one opportunity to rewrite and resubmit the paper. They will receive a “Pass” if there is sufficient improvement.
 - The dropbox is open to the end of term. Late assignments will always be accepted.
 - While this is a Pass/Fail assignment, there will still be late penalties. Late submission of the Conflict Summary assignment is subject to a deduction of 5% if submitted on the day after the due date, a total of 10% if submitted on the second day after the due date. All assignments submitted after that will be subject to a total deduction of 15%.
 - To be allowed late submission without penalty you must email me before the due date requesting an extension.

- **Re-assessment of conflict summary**
 - This assignment will provide an opportunity for students to reflect on the application of the concepts discussed in class to the conflict that students discussed in the conflict summary assignment. This re-assessment must be longer than 1500 words and no more than 1800 words. Bibliographies are not required, however any references to class readings, class lectures, or class PowerPoints must be referenced in the text of the assignment. The reference style is not important as long as there is consistency and it is clear what material is being referred to.
 - Assignments submitted in a format other than MS Word will not be accepted.
 - Students are not to use materials from outside of class. Use of materials from outside the course will result in deduction of marks.
 - Students are to structure their papers with headings that identify which question they are answering or which concept they are discussing. Failure to use headings will result in a deduction of marks.
 - Using materials and concepts discussed in class, students will respond to the following:
 - Write a short paragraph (**maximum 100 words**) describing your original conflict so the marker knows the basic facts of the situation.
 - Choose any 4 of the following 8 concepts to analyze your conflict
 1. One polarity pair referred to in “The Conflict Paradox” reading.
 2. The role that apology and forgiveness played.
 3. Systems Theory material from the class on Conflict Analysis.
 4. The conflict escalation model.
 5. The intent-action-effect model.
 6. Either the conflict styles model described in the reading on styles or the Intercultural Conflict Styles model
 7. The positions/interests model,
 8. Material from the class on reconciliation
 - Referring to any course concepts, discuss how you would want to respond differently if you are a part of a similar conflict in the future.
 - The dropbox is open to the end of term. Late assignments will always be accepted.
 - Late submission of the Conflict Re-Assessment assignment is subject to a deduction of 5% if submitted on the day after the due date, a total of 10% if submitted on the second day after the due date. All assignments submitted after that will be subject to a total deduction of 15%.
 - To be allowed late submission without penalty you must email me before the due date requesting an extension.
- **Mid-term exam** will cover reading assignments, lectures, class discussion and videos seen in class. The exam will take place in our regular classroom.
- **Final Exam** will be a similar format to the mid-term. This will be scheduled by the Registrar’s office.

Submission of Written Assignments

The Conflict Summary and the Re-Assessment must be submitted through the appropriate Learn drop box, only in Microsoft Word doc or docx formats. No pdf or odt files will be accepted. If you submit a format that is not MS Word, your assignment will be given a grade of zero. You will not be advised of the error other than when the grades are posted. If you upload the wrong file by mistake, the dropbox allows you to upload a replacement file. If you discover that you uploaded the wrong file after the due date you can resubmit, but your assignment will be subject to late penalties.

If any assignment exceeds the maximum assignment length specified in this syllabus, the extra text will not be read for the purposes of marking the assignment and will be deleted from the document prior to marking.

Course Materials

- All course readings are available as eReserves through the library.

Missed Classes

Students who miss class are responsible to obtain lecture notes/handouts from other students.

Examinations

- **Rescheduling exams.** Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.
- **Religious Holidays/Examination Scheduling.** In the event that a student requires an alternative test or examination time on religious grounds, the Academic Dean of Conrad Grebel University College needs to be notified within **one week** of the test or examination date.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

All students registered in the courses of the Faculty of Arts are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

Note for students with learning differences: The AccessAbility Services (AAS) office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with learning differences without compromising the academic integrity of the curriculum. If you require academic accommodations, please register with the ASS office at the beginning of each academic term.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655

- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): Support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Other off campus resources

- KW Counselling: <https://www.kwcounselling.com/>
 - 519-884-0000x222 for intake
 - Thursday walk in counselling clinic, noon to 6:00 pm
 - 480 Charles St. East, Kitchener ON N2G 4K5
- Community Justice Initiatives
 - Programmes for anyone affected by sexual assault
 - <https://cjiwr.com/revive/>
 - Tel. 519-744-6549

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

Accommodation for Illness: I do not require a medical form for illness accommodations not related to long term issues. If you are ill with a virus, getting a certificate is a waste of medical resources, and risks infecting other people. However, it is best if you contact me as soon as possible when you are ill, so the appropriate accommodation can be made. I cannot, however, make accommodation for due dates if you email me after the due date. If your illness will have more than a few days impact on your ability to submit an assignment I will require documentation.

The Writing Centre: Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre

Course Schedule

The following schedule may change from time-to-time to reflect the pace of the course and to better refine the course schedule. Changes to this schedule will be announced in class or by announcement in Learn.

Week 1 (January 6 and 8)

Class 1: Introductory Class

Class 2: Core Terms (Quiz)

- Jean-François Rioux and Vern Neufeld Redekop, “What is Conflict?” *Introduction to Conflict Studies*, Toronto: Oxford University Press, 2013, pp. 1-17 of 454 Pages.

Week 2 (January 13 and 15)

Class 3: Cognition and Conflict Escalation (Quiz)

- No Reading

Class 4: Communication (Quiz)

- Stephen Littlejohn and Kathy Domenici, "Dialogue," *Engaging Communication in Conflict: Systemic Practice*. Thousand Oaks: Sage Publications. Pp. 25-51 of 240 pp.
- Robert Krauss and Ezequiel Morsella. "Communication and Conflict," *The Handbook of Conflict Resolution: Theory and Practice, Second Edition*. Morton Deutsch, Peter T. Coleman, Eric C. Marcus, eds. San Francisco: Josey-Bass, 2005. Pp. 144-157 of 940 pp.

Week 3 (January 20 and 22)

Class 5: Apology (Quiz)

- Carl Schneider. "What it Means to be Sorry: The Power of Apology in Mediation,"

Class 6: Forgiveness (Quiz)

- Robert Enright, Suzanne Freedman, Julio Rique. "The Psychology of Interpersonal Forgiveness," *Exploring Forgiveness*. Robert Enright and Joanna North, ed. Madison: University of Wisconsin Press, 1998. Pp. 15-34 of 191 pp.

Week 4 (January 27 and 29)

Class 7: Conflict Styles (Quiz)

- Joyce Hocker and William Wilmot, "Conflict Styles." *Interpersonal Conflict, 9th Edition*, New York: McGraw Hill, 2014. Pp. 145-173 of 375 pages.

Class 8: Conflict Analysis (Quiz)

- Edwin Friedman. "The Idea of a Family," *Generation to Generation: Family Process in Church and Synagogue*. Pp. 11-39 of 319 pp.

Week 5 (February 3 and 5)

Class 9: Reconciliation (Quiz)

- John Paul Lederach, *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: United States Institute for Peace, 1997. Pp. 23-35.
- Truth and Reconciliation Commission of Canada. *Calls to Action*. Pp. 1-11. Public Domain
- Truth and Reconciliation Commission of Canada, *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*. Ottawa: Government of Canada, 2015. Pp. 1-22 of 527 pages. Public Domain.

Recommended

- Chelsea Vowel, *Indigenous Writes: A Guide to First Nations, Métis, and Inuit Issues in Canada*, Winnipeg: Highwater Press, 2016. Pp. 171-178, 223-230, 268-274.
- Senator Murray Sinclair, Chair, Truth and Reconciliation Commission of Canada, Speech to the Canadian Centre for Policy Alternatives, https://www.youtube.com/watch?v=SxtH_E6FqVo

Class 10 Approaches to Conflict: Power (Quiz)

- Joseph Folger, Marshall Poole, Randall Stutman. "Power: The Architecture of Conflict," *Working Through Conflict: Strategies for Relationships, Groups and Organizations: Sixth Edition*. Toronto: Pearson, 2009. Pp. 136-173 of 314 pp.

Week 6 (February 10 and 12)

Class 11A Approaches to Conflict: Rights

Class 11B: Approaches to Conflict: Positions and Interests:

- Michelle Maiese and Heidi Burgess, "Interests, Positions, Needs, and Values."

Class 12 (Mid Term Exam)

- **Mid Term Exam in our regular classroom.**

Week 7 (February 24 and 26)

Class 13 Power, Rights and Interests (Combined Class 11 and 13 Quiz)

- Michele Maiese. "Interests, Rights, Power, and Needs Frames,"
- William Ury, Jeanne Brett, Stephen Goldberg. "Three Approaches to Resolving Disputes: Interests, Rights, and Power," *Getting Disputes Resolved: Designing Systems to Cut the Cost of Conflict*. Cambridge: The Program on Negotiation at Harvard Law School, 1993. Pp. 3-19 of 201 pp.

Class 14: Polarities and the Conflict Paradox (Quiz)

- Barry Johnson. *Polarity Management: Identifying and Managing Unsolvable Problems*. Amherst: HRD Press, 1996. Pp. 3-15, 55-64 of 260 pp.
- Bernard Mayer, *The Conflict Paradox: Seven Dilemmas at the Cor of Disputes*. San Francisco: Josey Bass. Pp. 1-23 of 312 Pages.

Week 8 (March 2 and 4)

Class 15: Interpersonal Conflict Resolution

- **No Reading**

Class 16: Negotiation (Quiz)

- Grande Lum and Monica Christie. "Adversaries to Allies: Lessons from the San Diego Schools Contract Negotiations,"

Week 9 (March 9 and 11)

Class 17: Mediation (Quiz)

- Christopher Moore. "How Mediation Works," *The Mediation Process: Practical Strategies for Resolving Conflict, Third Edition Revised*. San Francisco: Josey Bass, 2003. Pp. 43-81 of 599 pp.

Class 18: Arbitration and Hybrids (Quiz)

- Richard McLaren, John Sanderson. "Arbitration," *Innovative Dispute Resolution*. Toronto: Carswell, 1994. Pp. 5-1 to 5-18.2.

Week 10 (March 16 and 18)

Class 19: Civil Adjudication (Quiz)

- John Fairlie and Philip Sworden, *Introduction to Law in Canada*, Emond Montgomery, 2014, pp 251-256, 261-266, 270-277 of 520 pages

Class 20: Criminal Adjudication (Quiz)

- John Fairlie and Philip Sworden, *Introduction to Law in Canada*, Emond Montgomery, 2014, pp 370-392 of 520 pages.

Week 11 (March 23 and 25)

Class 21: Restorative Justice

- **No Reading**
- **In Class Video: Meeting with a Killer**

Class 22: Restorative Justice (Quiz)

- Mark Umbriet. "Victim Offender Mediation," *Mediating Interpersonal Conflicts: A Pathway to Peace*. West Concord, Minnesota: CPI Publishing, 1995. Pp. 135-163 of 292 pp.\
- Dean Peachey. "Restitution, Reconciliation, Retribution: Identifying the Forms of Justice People Desire." *Restorative Justice on Trial: Pitfalls and Potentials of Victim-Offender Mediation: International Perspectives*, Heinz Messmer and Hans-Uwe Otto, ed. Dordrecht: Kluwer Academic Publishers, 1992. Pp. 551-558 of 590 pages.
- Kay Pranis, Mark Wedge, Barry Stuart. "The Ugly Feather" and "Circles: A Paradigm Shift in How We Respond to Crime," *Peacemaking Circles: From Crime to Community*. St. Paul: Living Justice Press, 2003. Pp. 3-29 of 277 pp.

Week 12 (March 30 and April 1)

Class 23: Final Considerations

- John Paul Lederach, *The Moral Imagination: The Art and Soul of Building Peace*. New York: Oxford University Press, 2005. Pp. 3-5, 7-19, 179-180 of 216 pages.
- Daniel Bowling and David Hoffman, *Bringing Peace into the Room: How the Personal Qualities of the Mediator Impact the Process of Conflict Resolution*. San Francisco: Jossey=Bass, 2003. Pp. 13-29, 37-45 of 310 pages.
- **Class 24: Course Review**

CONFLICT REASSESSMENT FEEDBACK FORM

80% of Grade	Excellent	Good	Needs Attention	Needs Serious Work
1) REASONING/ANALYSIS				
COMMENTS:		AREAS FOR IMPROVEMENT (important if highlighted): Clarity of focus, approach, or analysis Clarity, consistency, and/or structure of overall argument Application of key concepts (definitions, analytical use of terms, attention to nuance and complexity) Development of points; completion of thoughts Use of examples and evidence to advance the analysis Demonstration of creative personal engagement with course concepts		

20% of Grade	Excellent	Good	Needs Attention	Needs Serious Work
2) WRITING/COMPOSITION				
COMMENTS:		AREAS FOR IMPROVEMENT (important if highlighted): Organization, transitions, paragraph structure Integration issues, flow of ideas, use/framing of quotations Language usage: sentence structure, diction, editing Proofreading and attention to detail (including punctuation, grammar, and/or spelling) Adherence to assignment description		

GRADE _____