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: St Paul’s, 105, Tuesday, 7:00 to 9:50
Office hours: By Appointment
Readings: All course readings are in e-Reserves

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
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 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 – 15%
- Conflict summary – 5%
- Re-assessment of conflict summary – 15%
- In Class assignments – 15%
- Mid-term exam – 20%
- Final exam – 30%
Assignment details and instructions:

- **In-class exercises** – Each class will include individual or group learning tasks of varying kinds. In each class except the first and the class with the midterm exam, students will be asked to reflect on some aspect of the course, make notes of the discussion or do a brief reflection on an activity after it is completed. These notes will be handed in. These will be marked on a pass/fail basis. The assignment will receive a pass if it includes a reasonable amount of discussion on the topic. Eight of the in-class assignments will be used to calculate the final grade. Assignments will not be returned to students. No make-up assignments will be given. If you miss more than two in-class assignments for health reasons, accommodations will be made. If you miss an in-class assignment for health reasons after having missed two for non-health reasons no accommodation will be made.

- **Quizzes** – There will be a series of 10 on-line quizzes covering the reading assignment listed for each class. Each quiz will be on the readings for the class immediately following the quiz. That means that the quiz due on Tuesday of Week 2 is based on the readings for Week 2. Only the marks of the highest 8 quizzes will be used to calculate the final grade. Quizzes will take place once/week. The quizzes will close at 5:00 pm on Tuesday of the week for which the readings are assigned. Once logged on, students will have 15 minutes to complete the quiz. There will be an on-line quiz available for each week EXCEPT for the first week of class and the week of the mid-term exam. Quizzes will consist of a series of randomly selected questions related to the content of the readings. 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.

- **Conflict summary** – due January 12, by 11:59 pm, submitted through Learn only. Accommodations for this due date will be made for students who enter the class late or who have access to Learn restricted at the start of the term. Students who face this issue must speak to me as soon as possible to arrange the accommodation.

  Write a factual conflict summary describing a significant conflict situation in which you have participated. Do not use concepts from the course in writing this assignment. This is meant to be your response to the questions below based on what you experienced. This summary is to be no more than 900 words long. Students are to address the questions below. and must use them as headings in their paper
  1. What happened in the conflict and how did it escalate?
  2. Why did the conflict start or escalate?
  3. What was your role in the conflict?
  4. What attempts were made to resolve the conflict?
  5. What was the outcome, and why did the steps taken produce the outcome?
  6. What did this experience teach you about conflict?

- **Re-assessment of conflict summary** – due March 20, by 11:59 pm, submitted through Learn only. This assignment will provide an opportunity for students to reflect on the application of the concepts discussed in class to the particular conflict that students discussed in the conflict summary assignment. This re-assessment must be longer than 1500 words and no more than 1800 words. Use materials and concepts discussed in class when completing this assignment. No bibliography is required, but you should reference sources in the paper when you refer to class
notes or readings. In writing the assignment respond to the questions below. You must use the numbered questions as headings in your paper. You can shorten the question to key words in your headings as long as it is clear which question you are responding to.

1. Write a short paragraph describing your original conflict to remind the marker of the fact situation.
2. Referring to Systems Theory material on triangles from the class on Conflict Analysis, answer the following questions:
   - Who was in the “c” position in this conflict?
   - How did he/she use that role?
3. At what level of escalation was this conflict? Explain your answer.
4. How did the intent-action-effect model of communication influence the conflict?
5. What conflict styles did you see used during the conflict? How did this help and/or hinder the resolution of the conflict?
6. Using the positions/interests model, answer the following questions
   - What were the positions taken by each participant in this conflict?
   - What were their underlying interests?
   - How did this affect the progress of the conflict?
7. What would you recommend be done differently if you are a part of a similar conflict in the future? Provide a detailed explanation for your recommendation.
8. Describe how your opinion about how conflicts like this should be handled has changed (or remained the same) as a result of this class.

- **Mid-term and Final exams** will cover reading assignments, lectures, class discussion and videos seen in class. Details concerning the exams will be discussed in class a week or so before the exam. The midterm date is in the class schedule below. The final exam 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 the marker is unable to open your submitted file using Microsoft Word, it will be deleted and you will be presumed not to have submitted your assignment. 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 may be deleted from the document prior to marking.

**Assignment deadlines**

Late submissions of the Conflict Summary and the Conflict Re-Assessment assignments are 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%. The only exception will be for medical reasons based on a medical form that indicates INABILITY TO DO SCHOOL WORK BEFORE THE DUE DATE. The upload time recorded in Learn will be used to determine whether an assignment is late. Computer problems are not a sufficient reason for an accommodation for late submission unless you have contacted me before the assignment is due indicating you are having computer problems.

**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 **one week** before the test or examination date.

Marking Rubric
Most written assignments will be marked on a 10 point scale, using the following rubric
- 10 - Truly outstanding and exceptional work.
- 8 - Superior work demonstrating strong analysis and knowledge of the material, thoroughness, good composition and creativity.
- 7 – Acceptable work that meets the base standard for the course.
- 6 - Passable work that needs focusing, elaboration and/or editing.
- 4 - Weak work that is vague, poorly written and/or difficult to understand.
- 2: - Unacceptable work that provides no evidence of analysis, no knowledge of the materials or does not follow instructions.
- 0 - No answer.

Standard Practices with Respect to Illness
A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the ‘University of Waterloo Verification of Illness’ form or it will not be accepted. This form can be obtained from Health Services or [http://www.healthservices.uwaterloo.ca/Health_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html).

Students with Disabilities
AccessAbility Services is located in Needles Hall, Room 1132, and collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Academic Ethics
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. 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 offences and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (section 1; on the Web, [http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm)).

If you need help in learning what constitutes an academic offence; how to avoid offences such as plagiarism, cheating, and double submission; how to follow appropriate rules with respect to “group work” and collaboration; or with clarification of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the
Undergraduate Associate Dean. You may also want to consult the Arts Faculty Web page, “Avoiding Academic Offences,” http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html.

Intellectual Property
Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student’s educational experience. However, sharing this intellectual property without the intellectual property owner’s permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

UW Grievance Policy
Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm.
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 3
Introductory Class
Core Terms

Week 2 January 10
Cognition and Conflict Escalation
- Michelle Maiiese, "Causes of Disputes and Conflicts,"
- Michelle Maiiese, "Limiting Escalation / De-escalation,"
Communication

Week 3 January 17
Apology
- Carl Schneider. "What it Means to be Sorry: The Power of Apology in Mediation,"
- Prime Minister Brian Mulroney. "Apology Regarding Internment of Japanese Canadians,"
Forgiveness

Week 4 January 24
Conflict Styles
Conflict Analysis
Week 5 January 31
Sources of Conflict and Polarities

Approaches: Power

Week 6 February 7
Approaches: Positions and Interests:
- Michelle Maiese and Heidi Burgess, "Interests, Positions, Needs, and Values."
- Chris Provis, "Interests vs. Positions: A Critique of the Distinction."

Power/Rights/Interests Paradigm
- Michele Maiese. "Interests, Rights, Power, and Needs Frames,"

Interpersonal Conflict Resolution:
- No Reading

Week 7 February 14
Mid Term Exam

Week 8 February 28
Negotiation

Mediation I

Mediation II
- Richard Salem. "Trust in Mediation,"
Week 9 March 3

Arbitration

Hybrids
- "Collaborative Family Law FAQ,"

Week 10 March 14

Civil Adjudication

Criminal Adjudication

Week 11 March 21

Restorative Justice I

Restorative Justice II

Week 12 March 28

Ethics
- Michele Maiese. "Codes of Conduct for Intervenors,"
- "ADR Institute of Ontario Code of Ethics,"
- "ADR Institute of Canada Code of Conduct for Mediators,"

Course Review