

Conrad Grebel University College, University of Waterloo

# **PACS 202/LS 271: Conflict Resolution**

## **Winter 2018**

**Instructor:** Keith Regehr  
**Email:** kregehr@uwaterloo.ca  
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 pm  
**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/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:

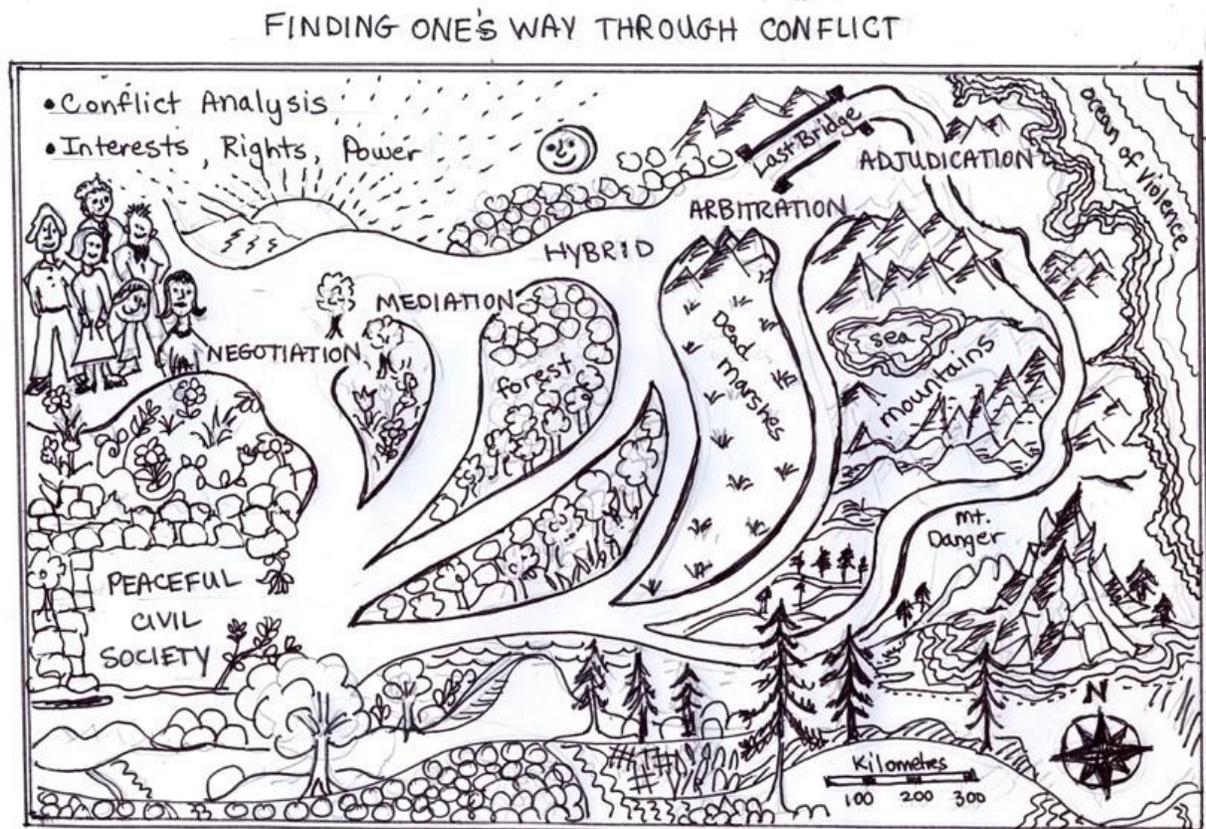
- Define terms, concepts, core values and phrases that are key to conflict resolution;
- Deconstruct conflict to identify underlying issues;
- Understand how collaborative and non-violent approaches to conflict undergird effective dispute resolution methods;
- Assess and re-evaluate one's own conflict 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 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 except the first and the week of the midterm will include individual or group learning tasks of varying kinds. 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. The marks of 8 in-class tasks will be recorded. 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. 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 lectures and readings listed for each class. Each quiz will be based on the class topics just completed. Only the marks of the highest 8 quizzes will be used to calculate the final grade. Quizzes will take place once/week. Once logged on, students will have 15 minutes to complete the quiz. There will be no quiz the week of the midterm or after the last class of term. Quizzes will consist of a series of randomly selected 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 can be completed at anytime.
- **Conflict summary** – due January 18, 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. 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. You must have been drawn into the conflict in some way.
- An assignment that does follow these instructions will not be accepted.

You are not to use any concepts from the course. This is meant to be your response to the questions below based on what you experienced. This summary is to be no more than 1000 words long. Students are to structure their papers with headings that identify which question they are answering. Failure to include headings will result in a deduction of marks. Students are to address the following questions:

- What happened in the conflict and how did it escalate?
- Why did the conflict start or escalate?
- What was your role in the conflict?
- What attempts were made to resolve the conflict?
- What was the outcome, and why did the steps taken produce the outcome?
- What did this experience teach you about conflict?

- **Re-assessment of conflict summary** – due March 26, 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. Bibliographies are not required, however any references to class readings, class lectures, or class PowerPoints must be referenced in the text of the assignment. Students are not to use materials from outside of class. Students are to structure their papers with headings that identify which question they are answering. Failure to use headings will result in a deduction of marks. Using materials and concepts discussed in class, students will respond to all of the following:
  - Write a short paragraph describing your original conflict to remind the marker of the fact situation.
  - Analyze your conflict referring to Systems Theory material on triangles from the class on Conflict Analysis.
  - Analyze your conflict using the conflict escalation model.
  - Analyze your conflict using the intent-action-effect model.
  - Analyze your conflict using one of the two conflict styles models.
  - Analyze your conflict using the positions/interests model,
  - Referring to course concepts, discuss how you would want to respond differently if you are a part of a similar conflict in the future.
- **Mid-term exam** will cover reading assignments, lectures, class discussion and videos seen in class. The midterm exam will be taken online through Learn. The exam will be available for a 24 hour period starting at 12:01 am and ending at 11:59 pm. The midterm date is listed in the syllabus. Students may use any material they wish during the exam.
- **Final Exam** will be a similar format to the mid-term. This will be scheduled by the Registrars office to be written on paper as normally done.

## 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.

## 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. To be allowed late submission you must email me before the due date requesting an extension.

## 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.

## 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 9

#### Introductory Class

#### Core Terms

- 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 16

#### Cognition and Conflict Escalation

- No Reading

#### Communication

- 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 23

#### Apology

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

#### Forgiveness

- 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 30

#### Conflict Styles

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

#### Conflict Analysis

- 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 6

#### Sources of Conflict and Polarities

- Gary Furlong. "Model1: The Circle of Conflict," *The Conflict Resolution Toolbox*. Mississauga: John Wiley and Sons, 2005. Pp. 29-60 of 256 pp.
- Barry Johnson. *Polarity Management: Identifying and Managing Unsolvable Problems*. Amherst: HRD Press, 1996. Pp. 3-15, 55-64 of 260 pp.

**Approaches: Power**

- 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 13**

**Approaches: Positions and Interests:**

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

**Power/Rights/Interests Paradigm**

- 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.

**Interpersonal Conflict Resolution:**

- No Reading

**Week 7 February 27**

**Mid Term Exam**

**Week 8 March 6**

**Negotiation**

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

**Mediation**

- 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.

**Week 9 March 13**

**Arbitration**

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

**Hybrids**

- "Collaborative Family Law FAQ,"
- Richard McLaren and John Sanderson. "Mediation-Arbitration," *Innovative Dispute Resolution: The Alternative*." Toronto: Carswell, 1994. Pp. 6-1 to 6-16.
- Richard McLaren and John Sanderson. "Mini-Trial," *Innovative Dispute Resolution: The Alternative*." Toronto: Carswell, 1994. Pp. 7-1 to 7-20.

**Week 10 March 20**

**Civil Adjudication**

- John Fairlie and Philip Sworden Introduction to Law In Canada, Emond Montgomery, 2014, pp 251-256, 261-266, 270-277

**Criminal Adjudication**

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

## **Week 11 March 27**

### **Restorative Justice I**

- 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.

### **Restorative Justice II**

- 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.
- Lisa Ray. "Victims of Crime," *Freedom From Fear Magazine*. December 2, 2012 Issue.

## **Week 12 April 3**

### **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**

## UWaterloo Policies

**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. 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](#)).

Arts: [Academic Integrity website](#) University of Waterloo: [Academic Integrity Office](#)

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her 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 misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student 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.

### Other sources of information for students:

**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 disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the ASS office at the beginning of each academic term.

**Counselling Services:** Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams: [www.adm.uwaterloo.ca/infocs](http://www.adm.uwaterloo.ca/infocs), ext. 33528, NH Room 2080.

**Accommodation for 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. More information can be obtained from Health Services and the form is available in pdf: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>

**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](http://www.uwaterloo.ca/writing-centre)

# Conflict Reassessment Rubric

	50-59% (D)	60-69% (C)	70-79% (B)	80-100% (A)
<p><b>Content</b></p> <p><b>80% of grade</b></p>	<p>Hardly any effort is given to a thoughtful response.</p>	<p>Response is superficial and written with minimal thought. There is little obvious understanding of the course concepts. There is little obvious connection made between the course concepts and the conflict being discussed.</p>	<p>Response to the questions represents intentional thought and effort. There is the expected understanding of the course concepts, and there are clear connections drawn between the course concepts and the conflict being described.</p>	<p>Response to the questions is thoughtful, insightful, and indicates considerable effort to think about the course material and the conflict. There is indication of a deep understanding of the course concepts and the connections between the course materials and the conflict are described in ways that are interesting and insightful.</p>
<p><b>Communication of information and ideas</b></p> <p><b>10% of Grade</b></p>	<p>The paper lacks coherence. The writing style needs substantial improvement in order to make the meaning clear. The response is too short.</p>	<p>The paper demonstrates a lack of organization of information and ideas. The writing style is of a quality that makes the meaning unclear. The required length may not be met.</p>	<p>The paper is well-organized. Paragraphs are well structured, the writing is generally good and the main point is coherent. The required length is met.</p>	<p>The paper is clear and creative. organized thoughtfully, the quality of writing is excellent, and the required length is met.</p>
<p><b>Spelling, grammar, and presentation</b></p> <p><b>10% of Grade</b></p>	<p>Paper has an excessive number of errors and is sloppy in appearance and format.</p>	<p>Paper has many spelling and grammatical errors, that indicate no proofreading and editing.</p>	<p>Only minimal spelling and grammatical errors. Paper may have been proofread but some allowable errors still exist.</p>	<p>Paper has been proofread thoroughly and there are no errors in spelling and only minimal grammatical errors.</p>

# Conflict Summary Rubric

	50-59% (D)	60-69% (C)	70-79% (B)	80-100% (A)
<p><b>Content</b></p> <p><b>80% of grade</b></p>	<p>Hardly any effort is given to a thoughtful response.</p>	<p>Response is superficial and written with minimal thought. The narrative shows little attempt to think about the conflict. There is little obvious connection made between the questions asked and the discussion of the conflict.</p>	<p>Response to the questions represents intentional thought and effort. The narrative shows some evidence of understanding the conflict. There are clear connections drawn between the questions asked and the discussion of the conflict.</p>	<p>Response to the questions is thoughtful, insightful, and indicates considerable effort to think about the conflict. The narrative shows a deep understanding of the conflict. The connections between the questions and the conflict are described in ways that are interesting and insightful.</p>
<p><b>Communication of information and ideas</b></p> <p><b>10% of Grade</b></p>	<p>The paper lacks coherence. The writing style needs substantial improvement in order to make the meaning clear. The response is too short.</p>	<p>The paper demonstrates a lack of organization of information and ideas. The writing style is of a quality that makes the meaning unclear. The required length may not be met.</p>	<p>The paper is well-organized. Paragraphs are well structured, the writing is generally good and the main point is coherent. The required length is met.</p>	<p>The paper is clear and creative. organized thoughtfully, the quality of writing is excellent, and the required length is met.</p>
<p><b>Spelling, grammar, and presentation</b></p> <p><b>10% of Grade</b></p>	<p>Paper has an excessive number of errors and is sloppy in appearance and format.</p>	<p>Paper has many spelling and grammatical errors, that indicate no proofreading and editing.</p>	<p>Only minimal spelling and grammatical errors. Paper may have been proofread but some allowable errors still exist.</p>	<p>Paper has been proofread thoroughly and there are no errors in spelling and only minimal grammatical errors.</p>