Conflict Resolution in Schools
PACS 314 – Fall 2016

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Class Time: Tuesday, 6:00 – 8:50
Location: CGUC 1300

Course Description:
Conflict, broken relationships and a sense of injustice are present in classrooms, schools and educational environments of all levels. As participants, regardless of our place - student, teacher, parent, or community member, we bring our own worldview as a filter to the events - causes, blame, punishment and resolution. This course will provide an opportunity to deconstruct one’s personal understanding, beliefs and interpretation of conflict developed from personal experience in learning environments. Restorative justice and conflict transformation will be assessed as alternative and/or parallel philosophies to traditional retributive approaches to conflict. Systemic imperatives (i.e. Ministry of Education mandates, board policies and school codes of conduct) will be reviewed along with current research on the effectiveness of various conflict management strategies.

Learning Outcomes:
Students will:
• Understand restorative justice principles
• Delineate a personal worldview regarding conflict
• Analyze policy and procedure documents
• Develop a personal philosophy of education
• Comprehend the challenges in creating peaceful classrooms and schools

Course Format:
This seminar course uses case studies as the stepping off point for dialogue and engagement. These examples drawn from personal experiences of the instructor and participants will bring together the theory and the practical, highlighting the messiness when a good idea meets the reality of daily life in a school setting. Learning will be driven by the big (and little) questions that motivate participants to understand themselves within an educational environment. Restorative justice and conflict transformation strategies including circle processes will be part of the class experience requiring active involvement by everyone.

Expectations:
Electronic devices i.e. laptops, iPads, smartphones etc. are amazing tools and can become disruptive factors in the class. The expectations are that everyone will follow the basic rules of electronic etiquette during class time. Simply stated, “Shut it off unless the information is related to the class discussion. If
so, then share it with everyone”.

**Required Texts:**
- *The Little Book of Restorative Discipline in Schools*, Lorraine Stutzman Amstutz and Judy Mullett (from Campus bookstore)
- *Teaching the Taboo*, Rick Ayers and William Ayers, 2nd Edition (from Campus bookstore)
- Some material will be obtained directly from the course instructor

**Recommended Resource**
- *The Little Book of Restorative Justice in Education*, Kathy Evans and Dorothy Vaandering (from Campus bookstore)

**Course Requirements and Expectations:**
1. **Class Participation – 10%**
   - Participation involves actively contributing questions, comments and ideas that move the dialogue forward as well as enriching classroom activities.

2. **In-class writing assignments – 20%**
   - On 4 designated days (see class schedule) students will be given 30 minutes in class to respond to a focused question related to the topic/discussion of the day. Written response is due to the instructor at the end of the 30-minute time period in class.

3. **Reading Journal – 30%**
   - Throughout the course students are required to maintain a journal documenting resources - articles, blogs, books, TEDtalks, etc. that they discover based on personal interest related to course topics.
   - 1-2 entries per week (20%) - **Due Oct. 18**
   - 4 – 5 page reflection paper on the found resources (10%) - **Due Nov. 1**
   More information about this assignment will be distributed in the first week of the term.

4. **Final Paper/Project – 40%**
   - Students will choose either a written research paper (8 - 10 pages double-spaced) or an arts based project.
   - Draft outline (10%) - **Due Oct. 13**
   - Final Project (30%) - **Due Dec. 9**
   More information about this assignment will be distributed in the first week of the term.

**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 on Waterloo LEARN.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Sept 13</td>
<td>Introduction and Course Overview</td>
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<td>In class written #1</td>
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<tr>
<td>Sept 20</td>
<td>Restorative Justice – Just Schools</td>
<td><em>Little Book of Restorative Discipline in Schools (LBRDS)</em> Chapters 1-3 p. 3 -29</td>
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<tr>
<td>Sept 27</td>
<td>Restorative Practice – Just Schools part 2</td>
<td><em>Teaching the Taboo (TiT)</em> p. vii - 15</td>
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<td>Oct 4</td>
<td>Why education?</td>
<td><em>TiT Chapter 1</em></td>
<td>In class written #2</td>
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<td>Oct 13</td>
<td>Conflict</td>
<td><em>TiT Chapter 2</em></td>
<td>Final Project rough outline</td>
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<tr>
<td>Oct 18</td>
<td>Context Matters</td>
<td><em>TiT Chapter 3</em> <em>LBRDS chapter 4</em></td>
<td>Reading Journal Resources</td>
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<td>Oct 25</td>
<td>Ministry Mandate – Safe Schools</td>
<td><em>TiT Chapter 4</em> Readings from Instructor</td>
<td>In class written #3</td>
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<td>Nov 1</td>
<td>Circle Processes</td>
<td><em>LBRDS Chapter 5</em> <em>TiT Chapter 5</em></td>
<td>Reading Journal Reflection Paper</td>
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<td>Nov 8</td>
<td>Policy Review</td>
<td><em>TiT Chapter 6</em></td>
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<td>Readings from Instructor</td>
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<td>Nov 15</td>
<td>Power and Control</td>
<td><em>LBRDS Chapter 6</em> <em>TiT Chapter 7</em></td>
<td>In class written #4</td>
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<td>Nov 22</td>
<td>Language</td>
<td><em>TiT Chapter 8</em></td>
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<td>Nov 29</td>
<td>Current Hot Topics – Student initiated</td>
<td><em>TiT Chapter 9</em></td>
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Dec. 9 Final Paper/Project Due

**Submission of Written Assignments:**
All assignments must be submitted as an attachment through the appropriate Learn drop box, only in Microsoft Word doc or docx formats.

**Assignment Deadlines:**
Students are expected to complete the assignments by the dates indicated. Extensions will be granted only under extenuating circumstances as determined in consultation between the student and the
instructor, **prior to the deadline**. In cases where an extension has not been granted, a penalty of 5% will be incurred for each additional day beyond the due date.

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

**Accommodation Due to Illness:**
From time to time students become ill or have ongoing medical conditions that prevent them from meeting academic obligations. The University is committed to assisting students who are ill and has established the following policy, which is fair and practical.

**Documentation:**
Students in an on‐campus course who are ill and unable to meet assignment due dates or write a term test or final examination should seek medical treatment and provide confirmation of the illness to the instructor(s) within 48 hours by submitting a completed uWaterloo Verification of Illness Form to support requests for accommodation due to illness. The uWaterloo Verification of Illness Form is normally the only acceptable medical documentation and is available online at: [http://www.healthservices.uwaterloo.ca/Health_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html)

Students who consult their physician or use the services of an off‐campus walk‐in clinic must provide this form to the attending physician for completion. Doctor’s notes and forms created by the physician or clinic are normally not acceptable. Although not compelled to do so, instructors may accept medical documentation that contains the same information specified on the uWaterloo Verification of Illness Form. Health Services charges a $10 fee for completing the University of Waterloo Verification of Illness Form, which is not covered by OHIP/UHIP. Fees for this service levied by off‐campus practitioners are the student’s responsibility.

**Access Ability Services - Accommodation for Students with Disabilities**
[https://UWaterloo.ca/disability-services/](https://UWaterloo.ca/disability-services/)

The UWaterloo and Grebel share a commitment to support the participation and access to university programs, services, and facilities by persons with disabilities.

**For students with disabilities:**
Contact the Office of AccessAbility Services at 519-888-4567 ext. 35082 or visit Needles Hall 1132. Book an appointment to meet with an advisor to discuss the available services and supports. The Office 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 Office at the beginning of each academic term.

**Cross‐Listed Courses:**
Please note that a cross‐listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross‐list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

**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.
Plagiarism Software (Turnitin)

Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to assist students to learn how to properly attribute sources, become better writers, and to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want their assignments screened by Turnitin. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course.

Students need to inform the instructor by Sept. 24 if they do not wish to have their work submitted to Turnitin. See [http://uwaterloo.ca/academic-integrity/integrity-waterloo-faculty/turnitin-waterloo](http://uwaterloo.ca/academic-integrity/integrity-waterloo-faculty/turnitin-waterloo) for more information.

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 occur, 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, [http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm).

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, [http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm).

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, [http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

Academic Integrity website (Arts):
[http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

Academic Integrity Office (University):
[http://uwaterloo.ca/academicintegrity/](http://uwaterloo.ca/academicintegrity/)