



5055 Santa Teresa Blvd  
Gilroy, CA 95023

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### Course Outline

**COURSE:** POLS 6                      **DIVISION:** 10                      **ALSO LISTED AS:** CMUN 6 & PSYC 6

**TERM EFFECTIVE:** Fall 2023                      **CURRICULUM APPROVAL DATE:** 12/12/2023

**SHORT TITLE:** INTRO CONFLICT RES

**LONG TITLE:** Introduction to Conflict Resolution

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

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Out of Class Hrs: 108.00

Total Learning Hrs: 162.00

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#### **COURSE DESCRIPTION:**

Introduction to Conflict Resolution introduces students to non-violent communication skills, conflict resolution, and mediation models. Integrating non-violent theory and practice, students will apply core concepts about the causes of conflict; choose, practice and evaluate communication skills in a variety of settings on campus and in the community; and formulate appropriate conflict resolution strategies based on analysis of varying conflict situations with sensitivity to ethnicity, class, sexuality, and gender influences. They will also develop and practice basic co-mediation skills in formal and informal settings. This course has the option of a letter grade or pass/no pass. This course is also listed as PSYC 6 and CMUN 6

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

#### **GRADING MODES**

L - Standard Letter Grade

P - Pass/No Pass

**REPEATABILITY:** N - Course may not be repeated

## SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

## STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Identify various communication styles that exacerbate or resolve conflict and explain the role culture plays in how conflict is perceived and resolved.
2. Evaluate the advantages and disadvantages of using various conflict resolution styles in a variety of contexts.
3. Explain and demonstrate principles of nonviolent communication, as well as identify and practice nonviolence with diverse groups of people.
4. Develop and practice basic co-mediation skills in formal and informal settings.

## COURSE OBJECTIVE:

By the end of this course, a student should:

1. Identify and differentiate between violent and nonviolent communication strategies.
2. Identify and practice key conflict resolution skills: ?I? messages, active listening, boundaries, summary, neutral questioning, reframing, validation, and common ground.
3. Be able to co-mediate and both formal and informal settings.
4. Understand the benefits and drawbacks of various conflict management styles.
5. Appraise the impact of various cultural differences upon the definition, recognition, management, and resolution of conflicts.

## CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 12/12/2023

3 hours

Course overview and teacher/student introductions; applicability of conflict resolution and mediation skills to everyday life and to various major areas; Define keys terms, conflict and resolution. Also, define types of conflicts (intrapersonal, interpersonal, intragroup, intergroup). Brief introduction of the questions, are we doomed to fight? Is conflict inherently good or bad? Discussion on costs of conflict. Application of conflict theory to a conflict in student?s own life.

3 hours

Define and discuss the five styles of conflict resolution using the Thomas Kilmann Conflict Instrument (avoid, accommodate, collaborate, compete, compromise). Students should be able to identify the advantages and disadvantages of each style in various contexts. Discuss larger social implications of each style, as well as how cultural differences impact the selection and application of conflict resolution styles.

6 hours

Identify and differentiate between violent and nonviolent communication. Discuss the difference between direct and indirect violence. Discuss, compare, and contrast various cultural perspectives on nonviolence (i.e. pacifism, ahimsa, golden rule, silver rule, etc.) Identify and list ways in which violence is present in our lives and nations. Discuss costs of conflict at personal, national, international levels. Explain the use of non-violence by Thoreau, Gandhi, abolitionists, suffragists, and Chavez.

Students will define and give examples of structural violence on the local, national, and international levels, and in their own lives. Students will examine power dynamics that impoverish and disadvantage some social groups and individuals, and privilege and benefit others.

3 hours

Identify and evaluate examples of successful and unsuccessful anger management in real life. Students will be introduced to the concept of Emotional Intelligence (EQ) and how healthy development of EQ can help improve emotional self-awareness, emotional regulation, empathy, and helping to coach others' emotions. Discuss the value and applicability of anger management and EQ in various contexts.

12 hours

Identify and role-play key skills for conflict resolution: Learn and practice "I" messages, active listening, boundaries, summary, neutral questioning, reframing, validation, and common ground. Define "poison" and discuss the importance of avoiding poison in conflict scenarios. Distinguishing between interests and positions. Help students to identify underlying needs and goals in various conflict scenarios. Apply knowledge of skills to examples in human history, personal life, and social relations. Learn to recognize conflict in the early stages by behaviors, language, communication styles.

Explain and demonstrate the concept of establishing safety; practice establishing a climate of safety and trust. Explain Maslow's Hierarchy of Needs in relation to own life and lives of others; explore how humans get needs met in conflict situations and in non-violent situations. Define and differentiate neutrality and empathy. Explain how to establish neutrality, as well as describe how neutrality looks and feels. Practice establishing and maintaining neutrality in class scenarios. Appraise how successfully neutrality is maintained in scenarios given in class. Assess the impact of maintaining neutrality and not maintaining neutrality. Define neutrality as it would be practiced in a number of personal, social, and political scenarios.

3 hours

Demonstrate an understanding of general principles of conflict resolution and dispute mediation; demonstrate more specific understanding of HALT; construct situations in which two points of view are easily acknowledged and less easily acknowledged; experiment with seeing multiple points of view in various conflict scenarios. Contrast information and third party conflict resolution. Practice recognizing and intervening in HALT situations when conflicts are unlikely to be resolved. Practice empathic vocabulary; work on formulating questions and responses that show empathy. Practice and evaluate summarization and clarification skills that use reframing and neutrality. Learn to choose solutions that emphasize common ground.

3 hours

Students will identify Power Up and Power Down communications styles and suggest ways to reestablish neutrality given a power differential. Students will evaluate how culture, age, ethnicity, gender, ability, sexual orientation, and other factors affect conflict and mediation scenarios and suggest means to overcome power imbalances in mediation situations and in society.

3 hours

Students will differentiate co-mediation from other formal and informal mediation and conflict resolution models; judge strengths of weaknesses of various approaches in various situations. Propose situations that are appropriate and not appropriate for co-mediation. View and analyze a model mediation, with special attention to the use of skills taught in class. Identify and explain each phase of the co-mediation model; develop justifications for each part. Practice recognizing and stating core issues in conflicts we discuss in class.

10 hours

Students will role-play mediators and conflicting parties in a variety of situations, experimenting with their skills in each phase of mediation, analyzing various approaches used by co-mediators for its appropriateness to that phase. They will compare results from different approaches. They will interpret the use of language and body language in the mediation process. Students will describe and compare stakeholders. Students will experiment with ways to elicit parties' trust and frankness, and will learn how to recognize when to move a mediation from one phase to the next smoothly. They will learn how to brainstorm with reality-checking as the last step. They will practice evaluating solutions until they can quickly identify solutions that are mutual, doable, and durable.

6 hours

Students will each participate in at least three unassisted two-person mediations, advancing through each stage of mediation and reaching resolution that is mutually agreeable to conflicting parties. Students will evaluate the mediation skills used in each mediation, and problem-solve together when mediator panels get stuck. Students will assess what makes mediation work more or less smoothly. Students will learn to write up mediation agreements to parties. Students will evaluate the impact of conflict resolution skills upon their own self-esteem, sense of agency, and future plans.

2 Hours

Final Examination.

### **METHODS OF INSTRUCTION:**

Reflection papers; service learning project paper and presentation; final exam; role-plays and exercises. Lecture with overhead projector; film/video, class discussion, small group collaborative projects, guest speakers when appropriate and available, panel presentations, research on WWW and in library.

### **OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours 10

Assignment Description

Nonviolent Practitioner or Theory Presentation

In small groups, or as individuals, students select a nonviolent practitioners or theory and create/present a summary to the class. Here is an example of how this presentation can appear: Presentations can include discussion of the following: 1) provide a brief biography of the practitioner; 2) what event/crisis in history inspired this practitioner to get involved in a political movement; 3) what movements (marches, rallies, change in policies, etc.) and/or contributions (books, publications, etc.) or was this practitioner known for; and 4) what was this person/group able to achieve? Why were the techniques successful (from your point of view and the opinion of others)?

Required Outside Hours 10

Assignment Description

Entrance Paper/Exit Paper

Students should write one paper at the beginning of the semester and one paper upon completion of the course to assess their comfort/relationship with conflict. Instructors can adjust both papers as they see fit, but below are two example assignments:

Within the first two weeks of school, students are assigned an "Entrance Paper." The paper is a roughly 3-page, double-spaced paper that discusses the following: 1) What is their view on conflict (do they view conflict as inherently good/bad), 2) they take the Thomas-Kilmman Conflict Styles test and discuss their score (what is their dominant conflict resolution style, what is their most underused conflict style, how has their ability to use conflict styles impacted their personal and professional relationships, etc.), 3) they discuss how their upbringing has influenced how they handle conflicts today, and 4) they end their paper by stating a personal goal they'd like to reach or state a personal relationship they'd like to improve.

In the last week of school, students are assigned an "Exit Paper." The paper is a 3-page, double-spaced paper that discusses the following: 1) How has their view on conflict changed since starting this class (look back at Entrance Paper- did you view conflict as inherently good or bad? Has your view changed?), 2) Have they adjusted their conflict resolution style (look back at the Entrance Paper)? If so, why have you chose to adjust your conflict style, how are you making this shift, and how are other people responding to your new style of handling conflict?, 3) Were they able to meet the personal goal they set from the Entrance Paper, 4) What are the skills that have had the most impact on you? Is there a personal or professional relationship that has changed as a result of applying the skills from this course?, and 5) share anything else about how they have grown over the course of the semester.

### Required Outside Hours 25

#### Assignment Description

##### Project

Instructors choose from a variety of individual or small group projects, but the option selected must be equivalent to 25 hours of individual work. Options may include: 1) service learning on campus or at a service site; 2) Students create an "educational campaign" on a conflict resolution topic of the choice (boundary setting, discussing politics with friends/loved ones, active listening, etc.). They have to create a workshop or poster presentation, and promote/present this event on campus; 3) "book presentation" (students would select a book, read the book, and then create an educational presentation to share the top conflict resolution tips/tools from the book). Students can present this as a workshop to their class, on Zoom to a wider audience, or present information on campus; or 4) another project that expands students' growing commitment to building nonviolent, conflict resolution skills and techniques.

### Required Outside Hours 30

#### Assignment Description

Roughly 8 hours of reading from assigned textbook; Roughly 8 hours of reading from mediation handbook; Roughly 9 hours reviewing supplemental materials such as a mock mediation, TED Talk videos, documentaries, articles, etc.

### Required Outside Hours 33

#### Assignment Description

Students will engage in reflective writings associated with readings and videos, participate in discussion posts with peers, prepare for in-class mediations, and complete a variety of other assignments. Students are expected to complete roughly 2-3 hours of homework assignments per week (on most weeks) outside of major assignments and readings.

### **METHODS OF EVALUATION:**

#### Writing assignments

Evaluation Percent 30

##### Evaluation Description

Percent range of total grade: 30% to 40% Written homework, presentation outlines, role play scripts, discussion postings

#### Problem-solving assignments

Evaluation Percent 30

##### Evaluation Description

Percent range of total grade: 20% to 30% Assessments/exams, homework assignments, role-play scenarios, discussion postings

#### Skill demonstrations

Evaluation Percent 40

##### Evaluation Description

Percent range of total grade: 40% to 50% Group projects and presentations, roles plays, mediations

**REPRESENTATIVE TEXTBOOKS:**

The mindful guide to conflict resolution: How to thoughtfully handle difficult situations, conversations, and personalities, Rosalie Puiman, Adams Media, 2019.

ISBN: 9781507211328

13+ Grade Verified by: Kelly Alviso

**RECOMMENDED MATERIALS:**

Kraybill, R. S. (2001). Peace skills: Manual for community mediators. Jossey-Bass: San Francisco, CA  
ISBN: 9780787947996 \*\*A mediation manual is recommended, but mediation formats vary slightly so the instructor should choose a mediation handbook that fits the style of mediation they are planning to teach.

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

GAV D2, effective 201570

CSU GE:

CSU D, effective 201570

CSU D7, effective 200670

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201570

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000333149

Sports/Physical Education Course: N

Taxonomy of Program: 220700