

Course Outline

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

TERM EFFECTIVE: Fall 2020 **CURRICULUM APPROVAL DATE:** 06/09/2020

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

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 POLS 6 and CMUN 6 ADVISORY: English 250 and English 260.

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:

1. Compare, evaluate, and practice alternatives to violence in a variety of situations with a variety of different kinds of people.

Measure: written and field work, tests PLO: 2,3, 4

ILO: 1,2,4,6

GE-LO: E1 E2 F1

Year Assessed: 2013-14

2. Identify various communication styles that exacerbate or resolve conflict.

Measure: written and field work, in-class role plays, tests PLO: 3, 4

ILO: 1, 4, 6

GE-LO: A1 D2 E1 E2 F1

3. Identify, summarize, and address core issues for various stakeholders in real-life conflict situations.

Measure: written and field work, in-class role plays, tests PLO: 1,3,4

ILO: 1, 2

GE-LO: A1 E1 E2 E3

4. Explain the history of nonviolence and the theory of its most famous and successful practitioners

Measure: written and field work, in-class role plays, tests PLO: 2, 3

ILO: 2, 7

GE-LO: D1 E1 E2 F1

Year Assessed: 2013-14

5. Appraise the impact of various cultural differences upon the definition, recognition, management, and resolution of conflicts

Measure: written and field work, in-class role plays, tests PLO: 2,4

ILO: 1, 4, 6

GE-LO: C3 C7 E1 E2 F1 F2

6. Evaluate advantages and disadvantages of various means of conflict resolution in differing scenarios, developing a personal

Measure: written and field work, in-class role plays, tests PLO: 3, 4

ILO: 2, 7

GE-LO: E1 E2 F1

Year Assessed: 2013-14

PROGRAM LEARNING OUTCOMES:

1. practice and analyze democratic civic engagement.

2. demonstrate and evaluate relationships between local and national issues, movements, and ideas as they relate to local communities.

3. demonstrate a range of skills including: research, documentation, analysis, evaluation, communication, contextualization, teamwork, observation, and cultural competency by relating social science concepts and theories to issues of importance to local communities.

4. identify, develop, use, and assess tools and methods for community change and social justice.

CULTURAL DIVERSITY:

This course promotes understanding of:

Cultural awareness

Mutual respect among diverse peoples

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

Curriculum Approval Date: 06/09/2020

CONTENT: PERFORMANCE OBJECTIVES:

3 hours

Overview of requirements, grading, goals and objectives; teacher and student introductions; applicability of conflict resolution and mediation skills to everyday life and to various major areas; brief introduction of the question; are we doomed to fight? Discussion on costs of conflict. Application of conflict theory to a conflict in student's own life.

ASSIGNMENTS: Writing assignment to introduce student and discuss student's experience with conflict and peacemaking; online skills assessment to test aptitude for mediation work; two chapters in textbook with written reflections.

6 hours

PERFORMANCE OBJECTIVES: Identify and define key terms; identify students' own psychological styles of dealing with conflict, anger, and violence.

Discuss advantages and disadvantages to various styles; discuss larger social implications of various styles. Identify and list ways in which violence is present in our lives and nations. Discuss costs of conflict at personal, national, international levels. What are advantages and disadvantages to fighting? What are advantages and disadvantages to non-violent resolution of conflict? What happens when fighting fails to resolve problems? What happens when nonviolence fails? Explain motivation theory as it relates to the resolution of conflict; apply in hypothetical scenarios. Learn to recognize conflict in early stages in by behaviors, language, communication styles. Identify underlying needs and goals in various conflicts: Explain use of non-violence by Thoreau, Gandhi, abolitionists, suffragists, and Chavez. Practice seeing opposing points of view and identifying underlying concerns and needs of different stake holders. Formulate various validations in given conflict scenarios, and rate their effectiveness. Evaluate conflicts in which various points of view are and are not validated; distinguish the responses of Thoreau, Gandhi, Chavez, and the social movements above. Explain the importance of underlying needs, goals, and emotions.

Apply knowledge to examples in human history, personal life, and social relations..

ASSIGNMENTS: online readings, textbook readings and journal responses to readings. Practice of Gandhi's principles in students' lives, and journal reports on how that went.

12 hours

PERFORMANCE OBJECTIVES Identify key skills for conflict resolution.

Learn and practice I messages, active listening, boundaries, and confidentiality. Identify and evaluate examples of successful and unsuccessful anger management in real life. Discuss the

value and applicability of these skills to human history and social relations. Begin Service Learning placement. . 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 how neutrality looks and feels. Explain how to establish neutrality. 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.

ASSIGNMENTS: Text book readings, journal responses, begin Service at Service Learning site, use of online forum to record what happened, how skills and class content were applied or could have been applied, and what student might do differently in future.

6 hours

PERFORMANCE OBJECTIVES: 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 **ASSIGNMENTS:** Text book readings,

journal responses, continue Service at Service Learning site, record what happened, how skills and class content were applied

or could have been applied, and what student might do differently in future.

3 hours

PERFORMANCE OBJECTIVES: 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. Students

will identify Power Up and Power Down communications styles and suggest ways to reestablish neutrality given a power differential. Students will evaluate how

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.

ASSIGNMENTS: Text book readings, journal responses, continue Service at Service Learning site, record what happened, how skills and class content were applied

or could have been applied, and what student might do differently in future.

3 hours

PERFORMANCE OBJECTIVES: Students will differentiate co-mediation from other formal and information 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.

ASSIGNMENTS: Text book readings, journal responses, continue Service at Service Learning site, record what happened, how skills and class content were applied

or could have been applied, and what student might do differently in future.

12 hours

PERFORMANCE OBJECTIVES: 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 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.

They will apply brainstorming skills to a national or international political

issue and demonstrate how personal skills might be used at a national or an international level.

ASSIGNMENTS: Text book readings, journal responses, continue Service at Service Learning site, record what happened, how skills and class content were applied

or could have been applied, and what student might do differently in future.

6 hours

Students will each participate in at least three unassisted two-person mediations, advancing through all three stages 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? satisfaction.

Students will evaluate the impact of conflict resolution skills upon their own self-esteem, sense of agency,

and future plans. They will evaluate the impact of Service Learning on

themselves, their agency clients, and agencies themselves. Students will

evaluate their Service Learning experiences and suggest improvements for the

Service Agency. Practice oral responses to conflictive behavior for final exam. **ASSIGNMENT:** Final written assessment of service learning projects.

2 hours

Final exam.

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.

METHODS OF EVALUATION:

Category 1 - The types of writing assignments required:

Percent range of total grade: 30 % to 40 %

Written Homework

Essay Exams

Other: forum postings

Category 2 - The problem-solving assignments required:

Percent range of total grade: 30 % to 60 %

Homework Problems

Quizzes

Exams

Category 3 ? The types of skill demonstrations required:

Percent range of total grade: 20 % to 30 %

Class Performance/s

Field Work

Category 4 - The types of objective examinations used in the course:

REPRESENTATIVE TEXTBOOKS:

Recommended:

Levine. Getting to Resolution, or other appropriate college level text. Reading level of text: college Grade: 13 Verified by: LHalper

US: Berrett-Koehler

ISBN-10: 1576757714

ISBN-13: 978-1576757710

Reading level of text, Grade: 13 Verified by: LHalper

Other textbooks or materials to be purchased by the student: Web access essential, notebook, binder

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: PSYC

CSU Crosswalk Course Number: 6

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: CCC000341508

Sports/Physical Education Course: N

Taxonomy of Program: 200100