

I. COURSE DESCRIPTION:

Students will gain an understanding of the theory and practice of conflict transformation as it relates to intervention strategies from personal to international levels. This course will focus on strategies to ensure transformation efforts are sustainable and that they avoid negative impacts and maximize positive outcomes. Students will explore mechanisms to promote personal and social healing which will include an examination of restorative justice and reconciliation techniques. Students will also assess peacemaking, peacekeeping and peacebuilding operations and develop strong communication skills for active listening, observation, establishing rapport, cross cultural dialogue, empathy, facilitation, alternative dispute resolution, mediation and negotiation. This course will enable students to consolidate knowledge from Conflict Analysis and Introduction to Peace and Conflict Studies and acquire knowledge and skills for conflict transformation through group exercises, simulations, field work and independent projects.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Explore the various theories and practices of conflict transformation.

Potential Elements of the Performance:

- Discuss conflict intervention strategies from the personal to international levels.
- Research conflict transformation frameworks and models.
- Summarize key arguments for and against each framework and model.

2. Assess strategies that encourage a sustainable transformation process.

Potential Elements of the Performance:

- Recommend processes and approaches that address violent conflict
- Justify principles and practices that promote positive outcomes.
- Determine how a transformational process can prevent the escalation of conflict

3. Explain different mechanisms that promote personal and social healing.

Potential Elements of the Performance:

- Research historical and contemporary restorative justice practices.
- Review reconciliation techniques from different cultures and societies.
- Distinguish between the approaches/operations of peacemaking, peacekeeping and peacebuilding.

4. Integrate principles and practices of nonviolence into conflict transformation strategies.

Potential Elements of the Performance:

- Role-play alternative dispute resolutions in group exercises and simulations.
- Incorporate nonviolent tools and techniques for conflict transformation such as dialogue, facilitation, mediation and negotiation.
- Examine case studies and propose possibilities for nonviolent interventions

III. TOPICS MAY INCLUDE:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

1. Prevention
2. Nonviolence
3. Resolution
4. Reconstruction
5. Reconciliation
6. Intervention

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Course Textbook:

Lederach, J.P. (2003) *The Little Book of Conflict Transformation*.
Intercourse, PA. Good Books.

V. EVALUATION PROCESS/GRADING SYSTEM:

Personal Assignments	20%
Midterm Assignment	25%
Final Project	25%
Final Exam	30%
	100%

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program filed placement, certification, and/or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade. Students require 2.0 GPA (Grade Point Average) in order to graduate from Sault College.

VI. SPECIAL NOTES:

Attendance:

SaultCollege is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

1. Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

2. Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

3. Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

4. Accessibility Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

5. Communication:
The College considers *Desire2Learn (D2L)* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.
6. Academic Dishonesty:
Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.
7. Tuition Default:
Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.
8. Student Portal:
The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. Recording Devices in the Classroom:
Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.