

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

| | | |
|-------------------------|-----------------------------|--|
| COURSE TITLE: | Conflict Analysis | |
| CODE NO. : | PCS 201 | SEMESTER: 2 |
| PROGRAM: | Peace and Conflict Studies | |
| AUTHOR: | Patricia Golesic/Jeff Arbus | |
| DATE: | Jan. 2012 | PREVIOUS OUTLINE DATED: Jan. 2011 |
| APPROVED: | "Angelique Lemay" | Dec. 2011 |
| | <hr/> | <hr/> |
| | DEAN | DATE |
| TOTAL CREDITS: | 3 | |
| PREREQUISITE(S): | None | |
| HOURS/WEEK: | 3 | |

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For additional information, please contact Angelique Lemay, Dean
School of Community Services and Interdisciplinary Studies
(705) 759-2554, Ext. 2603

I.**COURSE DESCRIPTION:**

This course is the first in a two part series (Conflict Analysis I and Strategies for Conflict Transformation II). Developing and implementing effective intervention strategies for conflict situations largely depends upon one's ability to conduct a thorough conflict analysis. This course focuses on helping students to develop their critical thinking skills and research capacities in relation to conflict analysis work. Students will be introduced to a variety of conflict analysis models that will help them to assess contextual factors, identify key stakeholders, determine conflict issues and sources, examine inter and intra party dynamics, and identify strengths and opportunities for constructive conflict action. The course will use historical and contemporary case studies from personal, communal, national and global contexts to give students opportunities to practice applying the different analytic models and build strong competencies for conflict analysis work. Course work will include personal assignments, small group activities, a final project and an exam.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Define conflict and describe its potential for promoting violence or peace
Potential Elements of the Performance:
 - Describe an incompatible goal
 - Provide a constructive and destructive example of conflict in personal, social, communal, national and global contexts
 - Describe the cycle of conflict and explain its importance to conflict analysis
 - Conduct a force field analysis of a conflict situation to identify opportunities and challenges for peace work
 - Discuss the relationship between conflict analysis and peace building

2. Identify key conflict issues and sources
Potential Elements of the Performance:
 - Categorize conflict sources as structural, relationship based, value based, external/mood based, data based or interest based
 - Explain the difference between positions, interests and needs
 - Identify the positions, interests and needs of each conflict stakeholder

3. Identify conflict parties and explain how individual and group processes impact a conflict situation
Potential Elements of the Performance:
 - Distinguish between primary, secondary and tertiary parties
 - Identify parties who act as conflict dividers and conflict connectors
 - Assess the relationship bonds and dynamics of trust within and between parties
 - Identify which parties hold coercive power, reward power, persuasive power, and the power to impede
 - Examine each party's emotional and cognitive orientation to a conflict situation
 - Identify the processes and approaches parties use for addressing conflict

4. Assess the contextual factors of a conflict situation
Potential Elements of the Performance:
 - Explain how culture and religion influence attitudes, values and relationship bonds
 - Survey the political and socioeconomic landscape of a conflict situation
 - Link key historical events to the conflict dynamics within and between parties
 - Conduct a gender analysis of a conflict situation
 - Describe the geographical context in which a conflict takes place

5. Identify possible future directions for a conflict situation
Potential Elements of Performance:
 - Identify strengths and opportunities in a conflict situation for constructive and creative action
 - Describe how the conflict will progress if nothing is done

III. TOPICS:

1. Conflict issues and sources
2. Analysis frameworks and models
3. Relationship dynamics
4. Attitudes, perceptions and behaviours
5. Interests positions and needs
6. Context
7. Strengths and opportunities

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Course Textbook:

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

Additional Reading: Additional readings will be assigned and expected.

V. EVALUATION PROCESS/GRADING SYSTEM:

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

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. | |

VI. SPECIAL NOTES:Attendance:

Sault College 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:

The provisions contained in the addendum located on the portal form part of this course outline.