

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE:	Strategies for Conflict Transformation		
CODE NO. :	PCS301	SEMESTER:	F2011
PROGRAM:	Peace and Conflict Studies		
AUTHOR:	Vincent A. D'Agostino		
DATE:	Sept. 2011	PREVIOUS OUTLINE DATED:	N/A
APPROVED:		"Angelique Lemay"	Aug. 2011
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		CHAIR	DATE
TOTAL CREDITS:	3 Credits		
PREREQUISITE(S):	PCS201		
HOURS/WEEK:	3 Hours		

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*For additional information, please contact Angelique Lemay, Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603*

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:

Fisher, S., Abdi, B., Ludin, J., Williams, S., & Smith, R. (2000). Working with Conflict: Skills and Strategies for Action. London: Zed Books.

Suggested Additional Text:

Furlong, G. (2005). *The Conflict Resolution Toolbox: Models and Maps for Analyzing, Diagnosing and Resolving Conflict*. Mississauga: Jon Wiley & Sons Ltd.

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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

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:

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