

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 peacebuilding

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.

Suggested Additional Text:

Additional Reading: Additional readings will be assigned and expected.

V. EVALUATION PROCESS/GRADING SYSTEM:

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:

1. Course Expectations
There is considerable discussion in this course, and students will be expected to participate fully. Any concerns about this expectation should be discussed with the Course Professor.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.

7. Plagiarism:
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.

8. 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 *March*, 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.

9. 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>.

10. Electronic 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.