

COURSE: CINT905 Section: 210
Conflict Resolution in Community Services
COURSE OUTLINE FOR FALL 2013
Ryerson University
Faculty of Community Services
Continuing Education: Interdisciplinary Studies

INSTRUCTOR:	Dr. Christina A. Parker, OCT, H.B.A., M.T., Ph.D.
INSTRUCTOR E-MAIL:	christina.parker@ryerson.ca
COURSE PREREQUISITES:	none.
The Chang School Office Hours:	Monday to Thursday – 8:00am – 7:00pm Friday – 8:00am – 4:30pm Saturday – 8:15am – 1:15pm (closed July and August)
Instructor Office Hours:	By appointment – before or after class
Course Meeting Times & Location:	Tuesdays (Sept. 3 – Dec. 3, 2013), KHE 323A, 6:30-9:30 pm

Every effort will be made to manage the course as stated. However, adjustments may be necessary at the discretion of the instructor. If so, students will be advised and alterations discussed in the class prior to implementation.

It is the responsibility of students to ensure that they understand the University's policies and procedures, in particular those relating to course management and academic integrity. A list of relevant policies is included at the end of this outline.

Introduction to Interdisciplinary Courses

This course is included in a large group of Interdisciplinary Courses that are offered in collaboration between the Faculty of Community Services and the Chang School.

Interdisciplinary courses have the following characteristics:

The **instructor** has been selected because he/she has had experience in the community and academically with a variety of disciplinary/professional contexts. The instructors also are part of ongoing discussions on how to teach in a manner that supports interdisciplinary learning.

The **students** include a mix from various Schools in Faculty of Community Services and Arts Departments, as well as from the community. This mixture is designed to enhance your learning about different professional and disciplinary perspectives about the subject being studied.

Learning Objectives of the course will reflect the interdisciplinary concepts and by the completion of the course, the students will be able to:

- Articulate their own disciplinary/professional perspective on the subject;
- Be aware of differing and sometimes contradictory perspectives from other disciplines/professions;

- Transform their own perspective with a synthesis of these perspectives;
- Apply this transformation to their specific practice.

The **Curriculum** (readings, assignments, teaching methodology) is designed to meet these objectives, in addition to the specific subject matter of each course.

COURSE DESCRIPTION:

Professionals in a wide range of disciplines are likely to encounter situations which are fraught with conflict, whether the issue is dealing with community opposition to the development of a new facility, developing environmental standards, allocating limited resources to meet emerging societal needs or dealing with the conflicting demands and expectations of different stakeholders. This course is designed to enable students to develop consensus-building strategies that produce agreements that everyone can live with. The course utilizes case materials and examples drawn from different disciplines. (formerly IST 905). Conflict is a natural and healthy expression of our impulse to promote change. Yet, for many of us, conflict is treated as something best controlled or avoided all together. Socialized to accept this as the norm, a cycle of dysfunctional relationships in our personal and working lives is maintained. In today's highly complex and interdependent world, the skills and knowledge to break this cycle are needed more than ever if we are to navigate through the interpersonal, community and system level relationships that define our experience.

COURSE OBJECTIVE/LEARNING OUTCOMES:

- To understand the nature of conflict and develop the critical skills needed to explore its root causes;
- To identify and critically analyze a range of conflict resolution methods, approaches, strategies and skill, particularly as they relate to interdisciplinary studies;
- To explore the relationship between conflict, conflict resolution and issues of diversity and its intersectionality with forms of discrimination (gender, class, race, ethnicity, religion, age, sexual orientation and ability);
- To enrich professional practice through the ability to apply course material and discussion to field practice and work settings;
- To enable students to practice conflict resolution processes within interdisciplinary teams

Teaching Methods:

This course is designed to stimulate dialogue and shared learning. One of the philosophical underpinnings of this course is that every one of you carries a wealth of experience, skill and knowledge that if shared will enrich the experience and learning of us all.

To this end, it is my goal to create a learning environment where you will feel free to express your own voices. In this way, we all model and practice the essential building blocks of conflict resolution.

Teaching methods will include lectures, discussions, small group work, and independent study. Students will be encouraged to contribute findings and analysis from their own experience. Particular emphasis will be placed on the practice of dialogue.

*Due to the intense format of the course, students are expected to be on time, attend all classes and demonstrate that they have read and critically appraised the required course material.

***Safety in the Classroom**

It is the responsibility of the instructor and every student to promote a safe and supportive learning environment. Recognising that there will be a diversity of perspectives in the course, all students are encouraged to listen, even when opinions differ from their own, and respectfully engage in dialogue with others.

Required Readings:

Conflict Resolution and Dispute Negotiation: CINT 905. Fall 2013. Toronto: Ryerson University Course Reading Package is entirely online, available for you to download on Blackboard.

All required readings are available under ‘Course Readings’ on Blackboard

EVALUATION AND GRADING:

1. Participation	15%	Ongoing
2. Short Reflection Essay	15%	September 24 (wk 4)
3. Reading Choice - Summaries	15%	See chart below
4. Team Presentation	25%	Week’s 13-14
5. Journal	10%	Week after Presentation
6. Final Team Reflection Essay	20%	Week after Presentation

1. CLASS PARTICIPATION: 15%

Evaluation criteria:

- Based on class attendance participation and consistent demonstration that the required course materials have been read and critically appraised.

Participation is crucial to this course so it is important that you understand my expectations. Evaluation is based on a combination of class attendance, interaction with peers, and consistent demonstration that the required course material has been read and critically appraised. You will have an opportunity to self-evaluate your participation.

In addition, **class participation during the presentation week is mandatory to your participation mark.**

2. SHORT CRITICAL REFLECTION ESSAY:

15% (4-6 pages)

Due: Tuesday September 24 (Week 4)

“If I had the chance to do it again...” Beginning with a description of your personal definition of conflict, describe and analyse a conflict that you experienced. What happened? Who was involved? What did you feel? What did you do? Most important, what would you do *different* (or not) and *why*?

Objectives and Evaluation criteria:

- To encourage critical self reflection and analysis of your personal values regarding conflict and your preferred style for handling conflict;
- To stimulate reflection on the cultural and social influences that have shaped your views in the past and may influence your perceptions today. For example, you may consider cultural norms or the way that you have been socialised to think about conflict.
- Reflectiveness; content depth, critical analysis;
- Integrative, coherent and well-organised writing;

**Note: Essays that exceed the maximum set page number will be marked as incomplete.

Paper Format

- Papers for the course should be typed, double-spaced, have 1” margins, and use a common 12-point font;
- Papers should have a cover page that includes your name, the instructor’s name, assignment title and date;
- If used, sources should be cited and consistently follow APA style for academic citations and include a separate APA style reference page; ;
- 4-6 pages (4 full pages, minimum, up to 6 pages maximum)

Tip:

Wondering what's the difference between reflection and critical reflection?

Reflection answers the question, ‘What’ (includes how, when, who etc.) = Description of what's happening (or happened); In an essay, it means to look back at an experience in order to learn from it.

Critical reflection = answers the question ‘So What’ = Analysis, reconsideration and questioning of why something is happening within a broader context (says to the reader “this is important because...”)

So, when you're proof reading your essay, remember to ask yourself “so what?”

In this way, you avoid the most common comment I make when reviewing students essay, that is “*don’t just describe, critically analyse what happened (the ‘so what’)*”.

3. READING-CHOICE SUMMARIES

15% (4-6 pages)

Objective:

Throughout the course, you will find that the course readings have been organized to represent a particular theme. There are connections between each theme, however, for this assignment, you will focus on one theme at a time.

In order to move from theory to practice, you are to choose 1 theme from the 3 below, and critically analyse a current news event using the concepts found in the cluster of readings from the theme you choose. As you write the essay, you should be making relevant connections between the readings and the news story. For example, if you choose theme 1, 'Introduction to Conflict and Conflict Resolution, then you are expected to draw on the readings covered in week 2, 3, 4 and 5. You are not expected to use resources outside of the course material.

Evaluation Criteria:

- Ability to show relevant connections between the concepts found in the readings, and the news story
- Quality of critical analysis
- At least **2 readings** from the theme area must be used to support your analysis
- Double space, must not exceed 6 pages, cover page and bibliography
- References are expected to be cited using APA format

Note:

- Remember to correctly cite the news article chosen in your bibliography
- Each topic has a set deadline for handing in the essay

Theme	Readings	Essay Due
<p>1. Introduction to Conflict and Conflict Resolution</p> <p><i>Topic includes:</i></p> <ul style="list-style-type: none"> • What is Conflict • Styles of Handling Conflict • A Continuum of Dispute Analysis and Resolution • Positions and Interests, Getting to Yes and Mediation 	Weeks 2 - 5	Week 6 (October 8)
<p>2. Communication, Conflict and Interdisciplinary Teams</p> <p><i>Topic includes:</i></p> <ul style="list-style-type: none"> • Communication Skills • Communication, Conflict and Interdisciplinary Teams • Dialogue and Conflict Transformation 	Weeks 6 - 8	Week 9 (November 5)
<p>3. Issues in Conflict</p> <p><i>Topic includes:</i></p> <ul style="list-style-type: none"> • Culture and Intercultural Conflict Resolution • Power/Gender 	Weeks 9 - 10	Week 11 (November 19)

4. CONFLICT CASE SCENARIO

25% total

(10% from class plus 15% team peer mark)

Week 12 and Week 13

Presentation/Group Assignment:

Overview:

The intent of this assignment is to provide the opportunity to work from an interdisciplinary/interprofessional perspective in order to demonstrate your understanding of conflict and the complex and interconnected root causes that can lead to constructive or destructive outcomes.

Students will be placed in teams by the instructor. Working in groups of five to six, each team will collaborate to create a conflict scenario that depicts the **escalation** and **de-escalation** of a conflict that includes **all** of the professional disciplines in the story and demonstrates skills and knowledge from the course material.

Objectives:

- To constructively work within a interdisciplinary team in order to manage, resolve or transform a conflict;
- To learn about the unique perspectives, roles and contributions of each professional discipline and consider how it relates to team functioning;
- To recognize how individual, group and organizational contexts are all interconnected and interdependent;
- To experience working collaboratively across disciplines in order to practice the skills and knowledge learnt throughout the course;
- To put theory into practice by demonstrating conflict resolution skills and knowledge.

Guidelines:

- Within your interdisciplinary teams, develop a case study (real or invented) of a conflict situation, where the escalation and de-escalation of that conflict can be creatively presented;
- Each team member is to represent their individual discipline by bringing the unique perspectives of their professions to the scenario;
- Each team will provide a brief written summary (one paragraph) of the case scenario and brief description of the teams key learnings. To be handed in prior to the groups presentation (a form will be provided);
- As a team, be prepared to facilitate the post presentation debrief of your presentation. A discussion can include identifying the elements of your conflict scenario, sharing background information about the issue(s); identifying the different viewpoints of the players, sharing key learnings as they relate to the escalation/de-escalation of the conflict and the process of developing the scenario.

NOTE:

* The actual process of creating the group presentation may lead to conflict as tension and struggles occur within the group dynamic. Reflecting on those moments will provide excellent learning opportunities that can be shared with the class and/or your written report.

* A *learning objective* is basically, what you expect your peers will know or be able to do after the presentation. When planning for your teams post presentations debrief, start with clarifying what you want your classmates to 'get' from your presentation. That will help your team determine an approach.

Evaluation criteria:

Each team will present for **30 minutes + 15 minutes debrief** and receive one grade per group. It is the responsibility of each group to coordinate its group members contribution in a fair and equitable manner where each team members professional role is represented in the scenario

The grade will be calculated as follows:

10% will be determined through **class peer evaluation** where fellow teams will provide one mark per presentation. This is an evaluation of the content of the presentation based on the above objectives,

15% will be determined through **team-peer evaluation** where each individual will evaluate their team mates. This is an evaluation of the process leading up to the presentation.

Evaluation forms will be provided

*** Grades are based on students analysis of the process, not the performance. Therefore, it is not necessary or recommended to develop detailed scripts. Spontaneity will increase your learning and fun!**

5. FINAL REFLECTION ESSAY plus JOURNAL:

30% Total

6-8 pages (Essay) + 2 pages (minimum
(Journal)

Due: Dec. 3 or 10

Objective:

To apply the material learned in this course in order to **critically reflect** upon the experience of working collaboratively and across disciplines in order **to create the presentation scenario**. The focus of this essay is the interdisciplinary team dynamic, and not the scenario.

Description:

There are two distinct parts to this essay.

a) Weekly Journal 10% (minimum 2 pages)

Throughout the development of your team presentation, you are encouraged to keep a weekly journal of your observations and experiences as a participant in an interdisciplinary team. As the class progresses through the course content, you will have a unique opportunity to compare what you are learning about conflict to what you are experiencing and observing in your team development.

Use these observations to provide the foundation for your final essay. You do not need to summarise and synthesise your observations. That will occur in your essay.

The organisation and degree of detail is your choice. However, you are expected to submit a copy of the dated notes you make along with your final essay. If hand written and legible, photo copies are acceptable.

Evaluation Criteria:

It is assumed that each team will coordinate to meet on at least 5 occasions allowing 5 journal entries for 2 marks per. Maximum, 10 marks. If you have more, choose the best of 5.

b) Critical Reflection 20% (6-8 pages)

Description:

Each member of the presentation group will be required to critically reflect on her/his experience and complete a written critical reflective essay that analyses the teams dynamics and what you personally learned about **conflict** and **yourself** as a team member.

Evaluation criteria:

- Makes appropriate use of course material and additional researched material to support critical analysis;
- Minimum of 3 peer reviewed academic resources outside of the course readings. (Tip: consider researching material from your distinct discipline, i.e. social work and conflict);
- Analysis; clarity of expression; spelling and grammar;
- 6-8 pages max. excluding bibliography and cover page;
- Double space, minimum 6 full pages. **Must not exceed 8 pages,**

*References to course material is expected and formal **APA citation** used

note: abstracts are not required for your essays

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*The Writing Centre, Ryerson: <http://www.ryerson.ca/writingcentre/>

Students are encouraged to consult the Ryerson University Student Handbook for information on academic policies regarding extensions, late assignments and plagiarism.

Internet Plagiarism

Please do not cut and paste from the Internet to complete your assignments: this is a form of plagiarism and is a serious academic offense. Many students do not know that this is a form of plagiarism, but online sources must be cited and referenced just as paper sources are. To learn how to do this correctly, please visit Ryerson's Library. Of course, material from your text needs to be carefully referenced too. Remember that the point of learning is to read and then synthesize the concepts in order to present them in your own words, with your own perspective.

Students are strongly encouraged to consult the Ryerson University Student Handbook for information on academic policies regarding extensions, late assignments and plagiarism.

Academic Integrity: <http://www.ryerson.ca/academicintegrity/index.html>

Ryerson Writing Centre: <http://www.ryerson.ca/writingcentre/>

MISSED TERM OR LATE WORK:

Late assignments will be downgraded by 2% per day (including weekend and weekdays). A request for an extension for the assignments will be given on medical or compassionate grounds. Students must provide a written request for an extension one-week in advance of the due date of the assignment. The instructor will inform the student in writing whether the extension has been granted and the new due date.

Students are expected to complete all assignments within the time frames and by the dates indicated in this outline. Exemption or deferral of an assignment, term test, or final

examination is only permitted for a medical or personal emergency or due to religious observance (request must be received within the first week of the course). The instructor must be notified by e-mail **prior to** the due date or test, or as soon as possible after the date, and the appropriate documentation must be submitted. For absence on medical or religious observance grounds, official forms may be downloaded from the Ryerson website at www.ryerson.ca/undergraduate/currentstudents/forms

Presentation Schedule and Essay Report Due Dates		
PRESENTATION TEAM	PRESENTATION	ESSAY
Teams 1, 2 and 3	Week 12	Week 13 (Dec. 3)
Teams 4, 5 and 6	Week 13	Dec. 10

COURSE OF STUDY

Week 1: September 3

Topic: Welcome and Introduction to Course

Part 1: Introduction to Conflict and Conflict Resolution

What is conflict resolution? For that matter, what is conflict? In our complex and interdependent world, the answer is as varied as the experiences of those actually engaged in conflict. In these first few weeks, we begin to explore the conceptual underpinnings of these questions as we move through the literature in order to understand the relationships between interpersonal, group and system levels of conflict.

Week 2: September 10

Topic: What is Conflict?

Readings: Homer-Dixon, *What is Social Conflict?*
Heft, *The Mouse and the Earthquake* (e-reserve)
Folger, Poole, and Stutman. *The Inner Experience of Conflict*

Week 3: September 17

Topic: Styles of Handling Conflict

Readings: Barsky, *The Reflective CR Practitioner*
Skjørshammer, *Co-operation and conflict in a hospital* (e-reserve)

Film: 12 Angry Men

Week 4: September 24

Topic: A Continuum of Dispute Analysis and Resolution

Readings: Cross, and Rosenthal, *Three models of conflict resolution* (e-reserve)
Sandole, *A comprehensive mapping of conflict and conflict resolution* (e-reserve)

*Assignments: Short Reflection Papers due at beginning of class

Week 5: October 1

Topic: Positions and Interest, Getting to Yes and Mediation

Readings: Fisher, Roger and Ury, William. (1991). *Getting to yes*
Kruk, *Mediation and Conflict Resolution in Social Work*

Part 2 : Communication Skills and Knowledge

The development of communication skills lie at the heart of all conflict resolution process. How we listen and speak matters. In the next few weeks, expect to delve deep into this critical topic through discussion and experiential activity.

Week 6: October 8

Topic: Communication Skills

Readings: Isaacs, *Dialogue and the Art of Thinking Together*. Chapters 4 and 6.
Barsky, *The Reflective CR Practitioner*

October 15: No Class – Fall Study Week

Week 7: October 22

Topic: Communication, Conflict and Interdisciplinary Teams

- Readings: Curran, Kabene, Orchard, *Creating a culture for interdisciplinary collaborative professional practice*
Hall, P., *Interprofessional teamwork: Professional cultures as barriers.* (e-reserve)

Part 3 : Dialogue and Conflict Transformation

As the field matures, a shift in conflict goals from management and/or resolution towards transformation is becoming increasingly evident in current literature and emerging practice. Dialogue processes and Peacemaking Circles are but two examples that will be explored.

Week 8: October 29

Topic: Dialogue and Conflict Transformation

- Readings: Bohm, Factor and Garrett, *Dialogue: A Proposal.* (e-reserve)
Lederach, John Paul. (August 2006). Defining Conflict Transformation. Retrieved February 9, 2007, from <http://www.peaceworkmagazine.org/node/238>
Pranis, Stuart, and Wedge, *Circles: A Paradigm Shift Crime*

- Optional: Lederach, and Maiese, *Conflict Transformation: Beyond Intractability* (e-reserve)

Part 4 : Culture, Conflict and Conflict Resolution

Understanding the intersection of conflict and issues of diversity (including gender, class, race, ethnicity, religion, age, sexual orientation and ability) is an essential element of this course. We live and work in increasingly diverse settings where misunderstanding and miscommunication happen on a daily basis. Development of communication skills combined with an exploration of our own bias and perceptions are essential steps to be taken when engaged in intercultural conflict.

Week 9: November 5

Topic: Issues in Conflict: Culture and Intercultural Conflict Resolution

- Readings: LeBaron, *Intercultural Disputes. Mediation, CR, and Multicultural Reality*
Mayer, *Culture and Conflict*

Week 10: November 12

Topic: Issues in Conflict: Power/Gender

- Readings: Coleman, *Positive Power* (e-reserve)
Jordan, *Woman and conflict transformation* (e-reserve)

Week 11: November 19

[*free week for working on presentations](#)

Week 12: November 26

*Presentations, Teams 1, 2 and 3

Week 13: December 3

*Presentations, Teams 4, 5 and 6

Due:

Essays for Teams 1, 2 and 3 due December 5

Essays for Teams 4, 5 and 6 due December 12

Wrap up and evaluations

REQUIRED READINGS

Barsky, Allan Edward. (2000) The Reflective CR Practitioner. In *Conflict Resolution for the Helping Professions*. (Chapter 2). Belmont: Wadsworth/Thomson Learning

Bohm, David, Factor, Donald and Garrett Peter. (1991). Dialogue - A proposal

Available online (http://www.infed.org/archives/e-texts/bohm_dialogue.htm)

Coleman, Peter T., Positive Power: Mapping the Dimensions of Constructive Power Relations. Columbia Teachers College: International Center For Cooperation and Conflict Resolution

Available online (<http://www.tc.columbia.edu/icccr/PCPositivePower.pdf>)

Cross, Susan and Rosenthal, Robert. (1999). Three models of conflict resolution: Effects on intergroup expectancies and attitudes. *Journal of Social Issues*. Vol. 55 No. 3.

Curran, S., Kabene, S., Orchard, C.A., Creating a culture for interdisciplinary collaborative professional practice. *Med Educ Online* [serial online] 2005;10:11.

Available online from (<http://www.med-ed-online.org>)

Fisher, Roger and Ury, William. (1991). *Getting to yes: Negotiating agreement without giving in*. New York: Penguin

Folger, Joseph P., Poole, Marshall Scott, and Stutman, Randall K. (2005). The Inner Experience of Conflict. In *Working Through Conflict: Strategies for relationships, groups, and organizations*. (Chapter 2). Toronto: Pearson Education Inc.

Hall, P., Interprofessional teamwork: Professional cultures as barriers. *Journal of Interprofessional Care*. (May 2005) Vol. 19. Supplement 1: 188-196.

Heft, Lisa, The Mouse and the Earthquake: An Introduction to Systems Theory

Available online

(http://www.openingspace.net/papers_facilitation_AnIntroductionSystemsTheory.shtml)

Homer-Dixon Thomas F.,(1989). What is Social Conflict? Excerpt from Chapter 1 of "They and We: An empirical and Philosophical Study of a Theory of Social Conflict," Ph.D. Dissertation

Isaacs, William. (1999). Listening. In *Dialogue: the art of thinking together*. (Chapters 4). New York: Doubleday

Isaacs, William. (1999). Suspending. In *Dialogue: the art of thinking together*. (Chapter 6). New York: Doubleday.

- Jordan, Ann. (2003). Women and conflict transformation: influences, roles, and experiences. *Development in Practice*, Volume 13, Numbers 2 & 3:
- Kruk, Edward (1997) Mediation and Conflict Resolution in Social Work: Current Issues, Debates and Trends. In *Mediation and Conflict Resolution: in Social Work and the Human Services*. Edward Kruk (Ed.) Chicago: Nelson-Hall. Inc.
- LeBaron, Michelle. (1997). Intercultural Disputes. Mediation, Conflict Resolution, and Multicultural Reality: Culturally Competent Practice. In *Mediation and Conflict Resolution: in Social Work and the Human Services*. Edward Kruk (Ed.) Chicago: Nelson-Hall. Inc.
- Lederach, John Paul and Michelle Maiese. "Conflict Transformation." Beyond Intractability. Eds. Guy Burgess and Heidi Burgess. Conflict Research Consortium, University of Colorado, Boulder. Posted: October 2003.
- Available online (<http://www.beyondintractability.org/essay/transformation/>)
- Mayer, Bernard. (2000). Culture and Conflict. In *The Dynamics of Conflict Resolution*. (Chapter 4). San Francisco: Jossey-Bass Inc.
- Pranis, Kay, Stuart, Barry and Wedge, Mark. (2003). Circles: A Paradigm Shift in How We Respond to Crime. In *Peacemaking Circles: from crime to community*. (Chapter One). St. Paul: Living Justice Press.
- Sandole, Dennis J.D. (1998). A comprehensive mapping of conflict and conflict resolution: A three pillar approach. *Journal of Peace and Conflict Resolution*. Volume 5, No. 2.
- Available online **George Mason University** (<http://www.gmu.edu/academic/pcs/>) (www.gmu.edu/academic/pcs/sandole.htm) .
- Skjørshammer, Morten (2001). Co-operation and conflict in a hospital: interprofessional differences in perception and management of conflicts. *Journal of Interprofessional Care*. Vol. 15, No.1.

Websites of interest (see BlackBoard)

Conflict Research Consortium, University of Colorado, <http://www.conflictresearch.com/>
 A Free Online Knowledge Base: A New Kind of Information Resource
<http://www.beyondintractability.org/iweb/>

Search for Common Ground

http://www.sfcg.org/resources/training/conversation_styles.html
Info on Styles of Handling Conflict. Scroll down page for link to self-profile test

Canadian Conference on Dialogue and Deliberation	www.c2d2.ca
National Coalition for Dialogue and Deliberation	www.thataway.org
The Conflict Resolution Information Source	http://www.cinfo.org/index.jsp
Office of Interprofessional Education, University of Toronto	http://ipe.utoronto.ca/