

Justice Institute of British Columbia
COURSE OUTLINE

Course Code: CCR150
Course Title: **Theoretical Foundations of Dispute Resolution (Online)**
Prerequisite Courses:
School: Community and Social Justice
Division/Academy/Centre: Conflict Resolution
Previous Course Code & Title: CR125-Theoretical Foundations of Dispute Resolution
Course First Offered: June 1, 2008

# of Credits:	1.5
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Course Description:

This course provides an opportunity for creative and critical examination of your dispute resolution beliefs, skills and practices, and further refinement of those skills. Mastering dispute resolution skills requires the ability to use skills and processes contextually - to adapt them as needed to different circumstances. Underlying any process of dispute resolution are assumptions about how human beings understand conflict, why they get involved in disputes, the types of behaviours and communication styles humans engage in and the meanings of resolution. Understanding these assumptions enables learners to assess when adaptations may be needed to meet particular circumstances, and what the disparate effects of particular processes might be on particular disputants. Course topics include: what is theory; theories of conflict; culture and conflict; worldview and dispute resolution; and meanings of resolution. On-line course methodology includes a series of readings, exercises, and group discussions (there are no mandatory synchronous components). The course is highly participatory and you will be expected to engage fully in exercises, consultations and assignments.

Course Goal(s):

At the completion of this 21-hour course, the learner will be able to:

- Think critically and contextually about dispute resolution processes, and his or her own dispute resolution practices.
- Manage cultural differences in dispute resolution.
- Adapt skills and processes to meet specific circumstances.

Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

1. Describe the theoretical assumptions concerning the nature of conflict and the meaning of resolution implicit in problem-solving mediation and interest-based negotiation.
2. Place dispute resolution processes in their historical context, and review their historical evolution.
3. Respond to cultural dimensions and complexities of dispute resolution.
4. Adapt dispute resolution practices and skill-sets to meet particular circumstances and contexts.
5. Analyze and identify how particular skills and processes reflect particular assumptions and beliefs.

Course Topics/Content:

- The 'what' and 'why' of dispute resolution theory.
- Understanding our skill-sets and practices: Assumptions underlying interest-based negotiation and mediation.
- Expanding horizons: Dispute resolution history and competing styles of mediation and negotiation.
 - Quantitative and qualitative dispute resolution.
 - Individual-oriented and community-oriented dispute resolution.
 - Efficiency-based and relationship-based dispute resolution.
 - Adversarialism and non-adversarialism.
- Culture, conflict and dispute resolution.
 - Understandings and definitions of conflict.
 - Cultural dimensions of conflict.
 - Cultural dimensions of dispute resolution.
 - Understanding cultural analysis.
- How do I use theory in my practice?
- The multi-dimensional skill-set: Communication skills, analytical skills and environmental skills.

Text and Resource Materials:

Course material will be available to you online.

Required: (Articles)

Goldberg, Stephen B; Sander, Frank E.A.; Rogers, Nancy H. (1992). *Dispute Resolution: Negotiation, Mediation, and Other Processes* (pp. 36-37) Boston, Toronto, London: Little, Brown and Company

Scimecca, Joseph A. (1993). *Theory and Alternative Dispute Resolution: A Contradiction in Terms?* In J.D. Sandole & H. Van der Merwe (Eds.). *Conflict Resolution Theory and Practice: Integration and Application* (pp. 211 – 219). Manchester, UK: Manchester University Press.

LeBaron, M. (2003). *Bridging Cultural Conflict. A New Approach for a Changing World*, (pp.55-65, 137-164), San Francisco: Josey-Bass.

Cloke, K. (2001). *Mediation Dangerously: The Frontiers of Conflict Resolution*, (pp. 6-9). San Francisco: Josey-Bass.

Danesh, H.B. & Danesh, R. (2002). *Has Conflict Resolution Grown Up?: Toward a Development Model of Decision Making and Conflict Resolution*. *International Journal of Peace Studies*, 7, 1-18.

Recommended:

CCR100 (formerly CR110A) or CCR101 (formerly CR110B)

Course Level:

X	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC: None

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion				
Simulation/Lab				
Practicum/Fieldwork				
Online	21			
Correspondence				
Total Class Hours	21			

Comments on Delivery Methods:

Course Grading System:

	Letter Grades		Percentage	X	Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	60%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	40%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting: Criterion-referenced evaluation.

Other Course Guidelines, Procedures and Comments:

1 or 2-Day Course: Learners must attend the full course to receive credit.

3, 4 or 5-Day Course: Learners who miss more than 7 hours of classroom time must repeat the entire course at their own expense. Learners who miss less than 7 hours of classroom time will receive a status of “no credit granted” for the course on their learner record. This status can be updated to “credit granted” by attending Use It or Lose It Clinic.

All Courses: If the course involved a coached skills-practice simulation, the learner must complete the simulation, or they will receive a status of “no credit granted” for the course on their student record. This status can be upgraded to “credit granted” by attending a Use It or Lose It Clinic.

Course Outline Changes: All changes to course outlines communicated to learners in class.

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.