

**Justice Institute of British Columbia**  
**COURSE OUTLINE**

<b>Course Code:</b>	CCR152
<b>Course Title:</b>	<b>Integrating Conflict Theory and Practice</b>
<b>Prerequisite Courses:</b>	n/a
<b>School:</b>	Community and Social Justice
<b>Division/Academy/Centre:</b>	Centre for Conflict Resolution
<b>Previous Course Code &amp; Title:</b>	n/a
<b>Course First Offered:</b>	October 2, 2011

<b># of Credits:</b>	<b>1.5</b>
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**Course Description:** This course examines how conflict resolution theory and practice intersect and relate to one another. This intersection of theory and practice will be explored through examining conflict resolution from three perspectives: the role of conflict and its resolution in our individual lives and relationships; the role of conflict and its resolution in society; and the changing ways that conflict and its resolution have been understood over time. Through this approach, learners will explore a number of understandings and meanings of conflict and resolution and how they relate to a range of practices and processes. You will engage in lectures, large group work, individual activities and experiential exercises.

**Course Goal(s):**

Working collectively and individually throughout the duration of the course, learners will explore how to:

- Think critically and contextually about the relationship between theories of conflict resolution and models of conflict resolution practice
- Identify how ideas about conflict and its resolution influence and shape conflict resolution practices
- Develop strategies and approaches to conflict resolution practice which coherently integrate one's own commitments, ideas, and values about the nature and meanings of conflict and resolution

**Learning Outcomes:**

Upon successful completion of this 3 day course, the learner will be able to:

1. Describe the theoretical assumptions concerning the nature of conflict and the meaning of resolution implicit in one's own and predominant models of conflict resolution
2. Identify how models of conflict resolution relate to and reinforce certain patterns of individual behavior and choice, relationships, and social patterns

3. Integrate own beliefs and commitments about conflict and its resolution with one's conflict resolution practices
4. Adapt and design conflict resolution processes so that they coherently reflect the ideas, values, and ends they are seeking to achieve
5. Explore the implications of different conflict resolution theories for negotiation, mediation, and other resolution processes.

**Course Topics/Content:**

As this course focuses on the integration of theory and practice, the course content is designed to assist individuals to explore and understand the relationship between “what we think” (theory) and “what we do” (practice). This is achieved through exploration of three main topics:

1. Exploring the implications of theory

Conflict resolution theories make both explicit and implicit assumptions about the nature of conflict and its resolution. How these assumptions and ideas impact the practice of conflict resolution will be explored by examining the shared meanings, normative behaviors, and structural forms implied by a theory of conflict resolution.

2. Analyzing common theories of conflict resolution and the practices they reinforce

Several theories of conflict and resolution will be analyzed according to the conceptions of Nature, Order, and Value perpetuated by the theory. Participants will attempt to correlate the theoretical elements with the practices and outcomes reinforced by the theory.

3. Applying conflict theory

Learners will engage in an active day-long experiential exercise of building a model of conflict resolution that actively integrates the elements of theory with practical outcomes. Through the activity, learners will explore a range of topics and themes including the role of context in conflict resolution, how to adapt models and practices, and identifying one's own preferred approaches and styles.

**Text and Resource Materials:**

**Required:** Integrating Conflict Theory and Practice course manual, September 2011

**Recommended:**

**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	14			
Simulation/Lab	7			
Practicum/Fieldwork				
Online				
Correspondence				
<b>Total Class Hours</b>	21			

**Comments on Delivery Methods:**

**Course Grading System:**

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

<b>Passing Grade:</b>	
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**Evaluation Activities and Weighting:**

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

**Comments on Evaluation Activities and Weighting:**

**Other Course Guidelines, Procedures and Comments:**

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.