

Justice Institute of British Columbia COURSE OUTLINE

Course Code:	CCR512
Course Title:	Intervening in Conflict through Movement and Expressive Arts (Blended)
Prerequisite Courses:	Baccalaureate degree, JIBC Certificate in Conflict Resolution or Equivalent
School:	Community and Social Justice
Division/Academy/Centre:	Conflict Resolution
Previous Course Code & Title:	N/A
Course First Offered:	Spring 2012

# of Credits:	3.0
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Course Description:

This course will provide an orientation to somatically-based approaches to conflict analysis and intervention, delivered in an experiential manner. It will familiarize you with multiple intelligences; somatic experiencing; movement and expressive arts-based ways of deepening understandings of conflict; self-in-conflict; and third party roles in conflict. References to neuroscience and interdisciplinary, intercultural perspectives will serve as theoretical anchors as you explore a wide range of applications of the course material.

Somatically based approaches are a family of felt, sensed ways of analyzing and working with conflict. Drawing on psychological and arts-based theories and practice, these approaches situate the body as central to conflict dynamics. Starting with questions such as where and how conflict manifests physically and continuing through explorations of proxemics and spatial awareness, we will examine how embodied theory and practice contribute to robust and creative conflict intervention.

Course Goal(s):

At the completion of this 42-hour course, the learner will be able to:

- Articulate a holistic approach to conflict that links body and mind to yield deeper and richer conflict analyses and inform integrative intervention strategies to conflict resolution.

Learning Outcomes:

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

1. Apply somatically-based, expressive tools to uncover hidden conflict dynamics.
2. Analyze implications of recent neuroscientific research for conflict intervention, and apply this knowledge in dispute processing.

3. Notice, encourage and catalyze moments of positive shifts in conflicts whether personal or with clients.
4. Address and balance individual and collective interests in conflict.
5. Integrate and apply appropriate ethical standards related to movement and expressive arts-based work in conflict analysis and intervention.
6. Demonstrate cultural fluency by artfully and appropriately applying somatic intelligence to a range of diverse environments, including indigenous contexts.

Course Topics/Content:

- Overview of expressive arts/movement-based strategies and their use in community development, conflict resolution and conflict prevention in local and international settings;
- Exploration of creativity as a core competency for third parties, and development of creative capacities for analysis and intervention in conflict;
- Strategies to engage the symbolic dimensions of conflict;
- Tools for cultural fluency in conflict analysis and intervention;
- Ways to evoke and welcome multiple intelligences in mediation and conflict resolution;
- Ethical dimensions of expressive-arts-based work;
- Examination of a wide range of cultural starting points and their fit with expressive-arts-based work;
- Overview of neuroscientific findings relevant to experiential conflict intervention, and case study examples of their application.

Text and Resource Materials:

Required:

Recommended:

Course Level:

	First Year		Second Year		Third Year		Fourth Year
X	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	14			
Practicum/Fieldwork				
Online	14			
Correspondence				
Total Class Hours	42			

Comments on Delivery Methods:
Course Grading System:

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

Passing Grade:	C
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	80%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	20%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

Given the intensive nature of this course, two assignments are planned. First, there will be a pre-reading assignment of some general material related to somatic intelligence, cultural fluency and conflict. Participants will be asked to write two short papers in advance of the commencement of the program. One paper will be an overview of their insights and questions related to the reading. The second will be an application of the reading material to a conflict of their choice. These two papers will be graded using the following system: High pass/pass/needs improvement. For students in the latter category, an opportunity will be given to re-do the two papers within a specified time period, and the papers will be re-graded. Students will be required to achieve a "pass" grade on these two papers before the course is completed.

The second assignment will be due three weeks following the last session of the course and will involve a reflective synthesis applying course readings and experiences to analysis of a conflict. Further specifics will be supplied as the course details are refined. This assignment will be graded using an A/B/C/D system. Students will be required to achieve a minimum of C in the course to receive credit.

The third element to be taken into account in evaluation is attendance. Students who miss more than 2 hours on either of the two weekends, or who do not participate online in the course processes, will not receive credit for the course.

Assignment due dates must be met or marking penalties will be applied.

Other Course Guidelines, Procedures and Comments:

The course will be taught over two weekends, with online continuity prior to the first weekend, in between the two weekends, and following the second weekend until reflective assignments are completed and submitted. Online continuity will be provided by a teaching assistant who will be in communication with the faculty member.

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.