

COURSE OUTLINE		
<b>TERM:</b> Fall 2018	<b>COURSE NO:</b> CMNS 333	
<b>INSTRUCTOR:</b>	<b>COURSE TITLE:</b> Conflict and Communication	
<b>OFFICE:</b> <b>LOCAL:</b> <b>E-MAIL:</b>	<b>SECTION NO(S):</b>	<b>CREDITS:</b> 3.0
<b>OFFICE HOURS:</b>		
<b>COURSE WEBSITE:</b>		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

**COURSE FORMAT:**

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

**COURSE PREREQUISITES:**

45 credits of 100-level or higher coursework

**CALENDAR DESCRIPTION:** This course explores negotiation and mediation as modes of communication and areas of communication practice through which people negotiate terms, manage differences, and come to agreements, both in normal everyday situations and in situations of social tension or conflict. We approach these issues through a combination of theoretical and applied approaches. Topics covered include: understanding and management of difference, consensus-building, conflict resolution, dispute mediation, negotiating from stakeholder positions, and problem-solving in problematic situations.

**COURSE NOTE:**

CMNS 333 is an approved Self and Society course for Cap Core requirements.

**REQUIRED TEXTS AND/OR RESOURCES:**

Stone, D., Patton, B., & Heen, S. (2010). *Difficult Conversations: How to Discuss What Matters Most*. Penguin Books.

Other required and recommended online resources will be available through the course Moodle

**COURSE STUDENT LEARNING OUTCOMES**

**On successful completion of this course, students will be able to do the following:**

1. Identify and describe the characteristics and unique features and structures of conflict at the interpersonal, group and societal levels. These will include environmental controversy, social movements and relations between Indigenous and Canadian people.

2. Identify, analyze and practice personal responses to conflict, including self-reflection and emotional regulation.
3. Describe and apply tools for conflict management at the interpersonal, group and societal levels.
4. Recognize and describe societal, group and individual costs and benefits of conflict and conflict management.
5. Describe and apply communication practices that facilitate constructive responses to conflict.

**Students who complete this Self and Society course will be able to do the following:**

1. Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies;
2. Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society;
3. Analyze the impact of colonialism and racism on Indigenous peoples;
4. Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change;
5. Generate strategies for reconciling Indigenous and Canadian relations;
6. Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures.

**COURSE CONTENT:**

<b>Date</b>	<b>Topic</b>
<b>Week 1</b>	Introduction to Conflict and Communication
<b>Week 2</b>	Theories of Conflict (1): Rational Choice, Biology and Emotions
<b>Week 3</b>	Theories of Conflict (2): Conflict as a Social Outcome – Global and Local Determinants of Conflict
<b>Week 4</b>	Interpersonal and Small Scale Conflict: Culture and Identity
<b>Week 5</b>	Organizational and Group Conflict: Group Understanding of Ethics and Justice
<b>Week 6</b>	Large Scale Conflict: History, Economics, Religion and Politics
<b>Week 7</b>	Environmental Conflict – Case Study and Tools
<b>Week 8</b>	Social Movements and Culture – Case Study and Tools
<b>Week 9</b>	Canada’s Treatment of Indigenous Peoples – Reconciliation Processes and Promise
<b>Week 10</b>	International Conflict: The Role of Peace and Art
<b>Week 11</b>	Terrorism and Violence: Seeking Peace in Intractable Conflict
<b>Week 12</b>	Presentations on International Conflict Resolution
<b>Week 13</b>	Presentations on International Conflict Resolution
<b>Week 14</b>	Final Exam Period
<b>Week 15</b>	Final Exam Period

## EVALUATION PROFILE

Conflict Interview	20%
Interpersonal/ Group Conflict Case Study	20%
Reconciliation Briefing Paper	20%
Journal	25%
Mind Map	10%
Participation & Professionalism	5%
TOTAL	<b>100%</b>

### Conflict Interview

The purpose of this assignment is for you to explore the complex nature of conflict in the workplace, with its source in interpersonal, small group or organizational factors. This assignment has two parts; a summary of an interview (or transcript) you conduct with someone you know working full time and your responses to the discussion questions. Your grade will be based on 1) the depth of your analysis of the interview, 2) application of course material and 3) the overall effort on the assignment. This assignment will assess your knowledge of Cap Core Learning Outcomes #1, #2, #4, and #6.

### Group Conflict Case Study

In analysing the provided case, take on the role of a consultant hired to assist in managing or resolving the conflict. Use the theories, strategies and tools that we discuss in class and read about to develop a clearer understanding of the nature of the conflict in the case, and to suggest how things might be managed or resolved. Be sure to identify the challenges or deficits of the approach you select. You may also wish to add brief personal observations or experiences that inform the solutions. This assignment will assess your knowledge of Cap Core Learning Outcomes #1, #2, #4 and #6.

### Reconciliation Briefing Paper

This assignment requires you to identify a particular recommendation identified in the Final Report on Truth and Reconciliation and provide background and a particular intervention on how reconciliation in that area might be achieved. To do this you will apply the key concepts and resources from the course. You will be writing this for a community development agency that you work with to establish a specific intervention that will lead to reconciliation. Your proposal must include a strategy for acknowledging the stories and history that need to be told to begin the healing process. This assignment will assess your knowledge of Cap Core Learning Outcomes #1, #2, #3, #4, #5 and #6.

### Journal

This is your opportunity to reflect on the course content and the skills that you will be learning throughout the course. The journal will provide the opportunity to apply your readings (including "Difficult Conversations") and discussions to your experiences and observations, and your ability to apply and adapt it to solving problems. Please note that specific reference to the course material is essential. This assignment will assess your knowledge of Cap Core Learning Outcomes #1, #2, #3, #4, #5, and #6.

**Mind Map**

A mind map is described as a graphical way to represent ideas and concepts. It is a visual thinking tool that helps structuring information, helping you to better analyze, comprehend, synthesize, recall and generate new ideas. Include both the message exchange (how we communicate about conflict) and the meaning construction processes (how we understand conflict) that we explore in the course. Your goal is to demonstrate what you've learned in the class in terms of content coverage and the importance of this coverage to the field of conflict management or in your life. Use either paper and pencil or a mind mapping app to set this up.

**Participation and Professionalism**

As you interact with your fellow students in discussions, you will be asked to practice exceptional communication skills. These will be identified on the participation rubric provided to you the first day of class and will be reviewed several times throughout the term.

**GRADING PROFILE**

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

**Incomplete Grades**

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

**Late Assignments**

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

**Missed Exams/Quizzes/Labs etc.**

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

**Attendance**

Students are expected to attend all classes and associated activities.

**English Usage**

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

**Electronic Devices**

Students may use electronic devices during class for note-taking only.

**On-line Communication (email Moodle etc.)**

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

**UNIVERSITY OPERATIONAL DETAILS****Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <http://www.capilanou.ca/services/>

**Capilano University Security: download the CapU Mobile Safety App****Policy Statement (S2009-06)**

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

**Academic Integrity (S2017-05)**

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy S2017-05 for more information: <http://www.capilanou.ca/about/governance/policies/Policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

**Academic dishonesty** is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

**Cheating:** Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

**Fraud:** Creation or use of falsified documents.

**Misuse or misrepresentation of sources:** Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the

original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

**Plagiarism:** Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

**Self-Plagiarism:** Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

**Prohibited Conduct:** The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

### **Sexual Violence and Misconduct**

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including [B.401 Sexual Violence and Misconduct Policy](#) and [B.401.1 Sexual Violence and Misconduct Procedure](#).

**Emergencies:** Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.