



**School of Arts & Science**  
**CRIMINAL JUSTICE DEPARTMENT**

**CRIM 215-001**  
**Alternative Dispute Resolution**  
**Semester/Year, 2009W**

## **COURSE OUTLINE**

### **Course Description**

This course is an introduction to conflict management in Canadian society, with an overview of models and processes of alternative forms of justice (healing circles, community conferencing) and dispute resolution (mediation, negotiation). Micro level conflict management skills are introduced, emphasizing creating win-win resolutions. Personal styles of managing conflict are examined.

### **1. Instructor Information**

(a)	Instructor:	Kelli Moorhouse		
(b)	Office Hours:	Monday 10:30 to 11:30; Friday 11:30 to 12:30		
(c)	Location:	Young 210B		
(d)	Phone:	370-3335	Alternative Phone:	
(e)	Email:	Moorhouse@camosun.bc.ca		
(f)	Website:			

### **2. Intended Learning Outcomes**

*(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)*

Upon completion of this course the student will be able to:

1. Identify the core concepts of mediation, negotiation, and conflict/dispute resolution.
2. Discuss when mediation, negotiation, and conflict/dispute resolution approaches might be useful in criminal justice practice, including ways to prevent, contain, or diffuse crises or conflicts.
3. Use effective interpersonal skills with an emphasis on the need for and use of approaches for diffusing anger, hostility, or resistant behaviour, and with an accurate awareness of personal strengths and challenges.

### **4. Required Materials**

Moorhouse (2009) Course Reader (printshop)

Thomas, K.W. & R.H. Kilmann (2007) Thomas-Kilmann Conflict Model Instrument

### **5. Course Content and Schedule**

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

### **Part I: Overview: Peacemaking Criminology / Re-assessing “Needs”**

- Jan. 5<sup>th</sup> Introduction / Syllabus / Expectations /
- Jan. 7<sup>th</sup> “Dispute resolution” – What do you know about models, processes,  
outcomes, participants?
- Jan. 12<sup>th</sup> Peacemaking Criminology (Wozniak)
- Jan. 14<sup>th</sup> Re-assessing Needs in Relation to *Access* and *Justice* (Hughes, pp.31-68)  
Aboriginal  
Offenders  
Victims and Communities

### **Part II: Participatory Justice: Criminal Justice**

- Jan. 19<sup>th</sup> Context, Policy Framework, “Models” (LRC, pp. 15-35;  
<http://www.gmu.edu/academic/pcs/LERCHE71PCS.html>)
- Jan. 21<sup>st</sup> “Communities and the Challenge of Conflict: Perspectives on Restorative Justice” (video)

### **Victim Offender Mediation**

- Jan. 26<sup>th</sup> Kitchener Experiment (VORP) (Peachey, pp. 178-85; in Johnstone)  
Overview and Introduction (Hughes, pp. 98-68; LRC, pp. 35-37;  
Bazemore, pp. 225-28;
- Jan. 28<sup>th</sup> “Glimmer of Hope” (video)

### **Community / Family Group Conferencing**

- Feb. 2<sup>nd</sup> Overview and Introduction (Bazemore, pp. 230-32; LRC, pp. 38-40;  
Hughes, pp. 105-10)

### **Sentencing Circles**

- Feb. 4<sup>th</sup> /9<sup>th</sup> Context and Practice (Green, pp. 67-85; LRC, pp. 40-41; Bazemore, pp. 232-35)

### **Community Boards / Panels**

- Feb. 11<sup>th</sup> Overview and Introduction (LRC, p.42; Bazemore, pp. 228-30)  
The Elders’ (or Community) Sentencing Panel (Green, pp. 102-09)  
Whitehorse Youth Justice Panel

### **Part III: Consensus Based Justice**

- Feb. 16<sup>th</sup> Objectives and Core Process Values (LRC, p. 103-11)

Indigenous Dispute Resolution Systems within non-indigenous frameworks (Bell, pp. 241-45)

Feb. 16<sup>th</sup>/18<sup>th</sup> Community Mediation (Green, pp. 119-22)  
Alberta Métis Settlements (Bell, pp. 247-50)  
The Justice Committee - Mathias Colomb Cree Nation (Manitoba) (Green, pp. 122-30)  
“Weche Teachings” / Métis Mediation Healing Circles (Ghostkeeper, pp. 161-75)

Feb. 18<sup>th</sup>/23<sup>rd</sup> “Heart Talk”  
Navaho Peacemaking (Yazzie and Zion, pp. 144-51; Bell, pp. 245-47)  
Return to the Teachings (Ross, pp. 125-43)

#### **Part IV: Conflict and its Resolution (at the micro-level)**

Feb. 25<sup>th</sup> Values, attitudes and approaches to conflict  
Identification of your conflict style

Mar. 2<sup>nd</sup> Collaborative Conflict Resolution

Mar. 4<sup>th</sup> Interests / Assumptions

Mar. 9<sup>th</sup> Interests / Assumptions

Mar. 11<sup>th</sup> Assertion

Mar. 16<sup>th</sup> Practice - collaborative conflict resolution

Mar. 18<sup>th</sup> Assertion

Mar. 23<sup>rd</sup> Anger – Identifying and Managing Your Own

Mar. 25<sup>th</sup> Anger / Hostility – Managing the Emotional Climate

Mar. 30<sup>th</sup> Developing Win-Win outcomes (resolutions)

Apr. 1<sup>st</sup> Resolutions

Apr. 6<sup>th</sup> Practice

Apr. 8<sup>th</sup> Negotiation and conflict resolution

### **5. Basis of Student Assessment (Weighting)** (Should be linked directly to learning outcomes.)

#### **I. Research Paper (30% of final grade)**

Topic: Describe a situation in criminal justice practice where mediation, negotiation, or a specific form of alternative dispute resolution is appropriate. This situation might be with

reference to a particular victim (e.g. by age, gender, ethnicity), location (e.g. home, rural, aboriginal community), offender (e.g. age, gender, sexual orientation), type of crime (e.g. break and enter, robbery, vandalism).

References: A minimum of five different works (from peer reviewed journals, government documents, edited books, books, theses, etc) need to be cited in your paper. These sources must be of academic quality. You may use internet sites if the site and author are credible, and you may use newspaper articles only in addition to your five minimum works.

Report Structure: (see CJ writing reference manual)

<b>Introduction</b>	General Statement about the Topic
	Main Points Thesis
<b>Body</b>	First Paragraph - Main Point
	Supporting Details
	Supporting Details
	Concluding Sentence
	Transition
	Second Paragraph - Main Point
	Supporting Details
	Supporting Details
	Concluding Sentence
	Transition
	Third Paragraph - Main Point
	Supporting Details
	Supporting Details
	Concluding Sentence
	Transition
<b>Conclusion</b>	General statement about the Topic
	Summary of the main points used to prove the thesis

Format: 5 page minimum, double space, one inch margins, 12 font Arial or Times New Roman, cover page (see CJ writing manual), outline of paper (to follow cover page), numbered pages, work cited page (not a bibliography)

Grading: See rubric on D2L site

Due: March 2<sup>nd</sup> (by 9 am)

## **II. Final Examination (30% of final grade)**

This course will have one comprehensive final exam during the final exam week. It will address learning outcomes #1 and #2, and thus it is an examination of your understanding of the required readings and material presented in class. The format will likely be short answer and / or essay, and will be finalized closer to the exam date.

## **III. Reflection Paper on Your Conflict Style (15% of final grade)**

Using the Thomas-Kilmann Conflict Model Instrument write a description of your conflict style in personal and public settings. Use as data what others say about your style and what you think about your style. Give the Thomas-Kilmann Conflict Model Instrument to three other people in addition to yourself to account for your own and others' perceptions of your style. Interview one other person who knows your style through personal experience.

Your paper must address the following issues:

- a. differences between your own and others' perceptions

- b. what your style triggers in others
- c. positive and negative features of your style
- d. how flexible you are in choice of style
- e. where you learned your style

Format: typed, double spaced, 1 inch margins, title and your name in first header (no cover page), 12 font Arial or Times New Roman, numbered pages, "List of Contributors" (instead of a List of References create a List of Contributors – name, date of interview, relation to you), 2 page minimum

Grading: See rubric on D2L site

Due: March 9<sup>th</sup>

#### **IV. Participation (10% of final grade)**

Participation marks can be earned in this course. It is assumed that you will attend every class unless you are legitimately unable to attend. Missing more than 3 classes is unacceptable.

As you are adult learners, my expectation is that you come to class prepared to discuss the material that you have read in advance.

#### **V. Skill Sessions (15% of final grade)**

There are two classes set aside for you to practice managing conflict in role play settings. You will not be assessed on how well you manage or resolve the conflict, but more so on your effort to incorporate what you have learned about how to resolve conflict using an interest based approach. However, you are expected to continue to demonstrate your competencies with SOLER, paraphrase, empathy, probing for concreteness, reflection of feeling, summarizing, paralanguage, and attending to the nonverbal messages.

The first session will take place in the classroom.

- Collaborative Conflict Resolution Practice #1 (March 16<sup>th</sup>) (5% of final grade)  
Instructions and method(s) of evaluation will be distributed closer to this date.

The second session will be videotaped (media room will be booked)

- Collaborative Conflict Resolution Practice #2 (April 6<sup>th</sup>) (10% of final grade)  
Instructions and method(s) of evaluation will be distributed closer to this date.

#### **6. Grading System**

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##### **Standard Grading System (GPA)**

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5

70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
<b>I</b>	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>d</sup> course attempt or at the point of course completion.)</i>
<b>CW</b>	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

## ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

### 8. Instructional Policies

- **Late Penalty**

Students having a legitimate concern about meeting the due dates should consult with the instructor well in advance.

All assignments must be completed and submitted by the date assigned. All late written assignments will be penalized by 20% of the total mark per day.

**Students may negotiate the late submission of one assignment in the semester; please come see me if you think you need to make use of this permission.**

- **Written Assignment Requirements**

All assignments submitted for evaluation must be original and produced for the purposes of this course only. All assignments must be prepared by each student individually, unless I have given permission for a group submission.

- **Course Completion Requirements**

Students must complete all evaluative requirements (research paper, final examination, two skill sessions, reflection paper on conflict style ) to receive a passing grade for the course. Students failing to complete all the requirements will receive an F grade.

- **Plagiarism**

If you are concerned about your ability to properly credit and cite references, please come see me ASAP. I am here to help you!!!

Plagiarism is considered a serious academic offense. If plagiarism is documented by your instructor, the penalty will be an automatic "0" for that assignment. A general rule to follow is that 5 or more consecutive words taken from a document or other source should be placed in quotations and referenced appropriately; all other paraphrased information should be credited using a parenthetical citation.

- **Cheating/Academic Dishonesty/Student Conduct**

The Criminal Justice Department has a clearly articulated policy on cheating and student conduct, as does the College. Cheating may result in suspension and the potential loss of a career in the criminal justice field. Please refer to a current College Calendar and the Criminal Justice Orientation Manual.

- **Course Withdrawal**

The last day to withdraw from this and other Winter 2009 courses without receiving a failing grade is March 9, 2009.

- **Mark/Grade Challenges and Appeals**

A student who is seeking to question a mark and/or informally resolve a grade appeal with the course instructor must clearly articulate in writing the specific element of the test or assignment being questioned and provide written reasons/arguments supporting why the mark/grade should be changed. The College appeals process is outlined on pages 34 of the 2008/2009 Camosun College Calendar.

- **Student Responsibility**

It is each student's responsibility to familiarize her/himself with course/program and college policies. Students experiencing difficulties throughout the semester are encouraged to talk to the course instructor at the earliest opportunity.