ABOUT THIS CLASS
This is a combined class for LBS 4484 Applying Conflict Resolution Techniques & LBS 5486 Dynamics of Conflict Management. The content covered in this course satisfies the learning objectives and outcomes for both LBS 4484 and LBS 5486. Although these two classes are cross-listed (or combined), the assignments are specific to each class or level. The graduate (LBS 5486) assignments and requirements are different from the undergraduate (LBS 4484) assignments and requirements. The Labor Center’s Conflict Certificate Program offers several conflict resolution courses. This course focuses on the application and use of conflict resolution models, techniques, and theories within various disciplines and professions. The course learning objectives are intended to provide students a conflict resolution practitioner perspective and to assume the roles of negotiator, mediator, facilitator, and advocate.

COURSE DESCRIPTION
LBS 4484 Applying Conflict Resolution Techniques: This course provides students the opportunity to practice a comprehensive set of conflict resolution skills and techniques across a variety of settings, from personal relationships to the workplace. Students will draw on a range of conflict resolution approaches, theories, principles and techniques to effectively manage conflict. This is a Discipline-specific Global Learning course that counts toward your graduation requirement.

LBS 5486 Dynamics of Conflict Management: This course examines the dynamics of everyday conflicts across a variety of settings, from personal relationships to the workplace. This course allows students the opportunity to enhance and strengthen their skills when managing conflict in any field or profession. Students will draw on a range of conflict resolution approaches, theories, principles and techniques to effectively manage conflict.

COURSE TEXT INFORMATION

Author: Allan Edward Barsky
ISBN-10: 0199361185

Do not copy without the express written permission of the instructor.
COURSE PREREQUISITE
There are no prerequisites for LBS 4484 and LBS 5486.

COURSE OBJECTIVES
By the end of the course, students will be to:

- Identify a range of conflict resolution methods, approaches, strategies, and skills for working with individuals, families, organizations, communities, and social policy.
- Understand the principles of negotiation, mediation, and advocacy in order to promote health and social well-being for clients, as well as broader social change.
- Select and apply negotiation, mediation, and advocacy skills in a variety of social work contexts, including work with diverse and vulnerable populations (e.g., African Americans, Latinos, Haitians, Gay Men, Lesbian, Elders, and religious minorities).
- Critically analyze the use of CR approaches, strategies, and skills – linking theory, research, values, skills, and self-reflection.

Global Learning Outcomes
By the end of the course, students will be to:

- **Global Awareness**: Explore the potential of using the conflict resolution techniques in their personal and professional lives to deepen understanding of cultural values, assumptions, and beliefs.
- **Global Perspective**: Examine cultural patterns of conflict-related behavior and techniques and the implications of these patterns in diverse cultural contexts.
- **Global Engagement**: Compare and contrast global third-party interventions that illustrate ways in which the helping professions use religious or spiritual healing, such as art, ritual prayer, deep listening, dialogues circles, and apology and forgiveness to transcend conflict.

COURSE EXPECTATIONS
This is an online course, meaning that the entire course will be conducted online. Performance expectations in an online course are the same as a traditional face-to-face course.

Students are expected to:

- Enroll in Canvas Learn Orientation Course to increase their understanding of how Canvas works
  [http://online.fiuedu/futurestudies/practicecourse](http://online.fiuedu/futurestudies/practicecourse)
- Purchase the book before or within the first week of class.
- Follow instructions and ask questions when you are uncertain of the course material.
• Be aware of the assignments and their respective due dates.
• Log in to the course at least 3 times per week.
• Respond to emails/messages within 2 days.
• Set your own boundaries for sharing.

Given the content of this course, class participation guidelines are:
• Respect confidentiality.
• Respond respectfully to different experiences and perspectives.
• Focus on your own learning and reflections.
• Understand your comfort zones, learning edges, and triggers.

The instructor will:
• Log in to the course 5 number of times per week.
• Respond to emails/messages within 2 days.
• Grade assignments in a timely manner and provide group or individual feedback.

LATE POLICY
Late written work will be penalized 20% of possible points, and no late assignments will be accepted after one week beyond the due date.

ACADEMIC INTEGRITY
This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards. Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. As a student of this university:

➢ I will be honest in my academic endeavors.
➢ I will not represent someone else’s work as my own.
➢ I will not cheat, nor will I aid in another’s cheating.

All students are deemed by the university to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. By taking this course I promise to abide by FIU’s Student Code of Academic Integrity. For details on the policy and procedure go to ACADEMIC MISCONDUCT (http://online.fiu.edu/currentstudents/academicmisconduct).

ASSISTANCE FOR STUDENTS
The Learning Center is available to assist students in the organization and writing of their papers. The website for the Learning Center is: http://learningcenter.fiu.edu

Students with special needs: I understand that there is Office of Disability Services (http://drc.fiu.edu/) available to me should I need it. It is my responsibility to contact them to process my request to have my needs met. I need to follow their procedures as to proper notification to the instructor.

RELIGIOUS HOLIDAYS
The University’s policy on religious holy days as stated in the University Catalog and Student Handbook will be followed in this class. Any student may request to be excused from class to observe a religious holy day of his or her faith.
COURSE COMMUNICATION
Communication in this course will take place via the discussion board for content questions and Blackboard message for private issues/concerns. I will communicate with students using Blackboard message; therefore, please check Blackboard messages regularly.

COURSE REQUIREMENTS
Assignments

The assignments in this course are designed to allow students to apply their theoretical knowledge from the assigned readings to specific cases or scenarios. Students are expected to demonstrate prior knowledge (from prior chapters) and current knowledge to each assignment. Your cumulative knowledge is required for optimal conflict analysis. Please review the assignment requirements for this course below.

Assignment Requirements:
1. Review the Assignment Rubric for the grading criteria before starting each assignment, if you want to be successful in this course.
2. Integrate the readings in your responses and cite the authors/textbook as necessary.
3. If your work contains charts, diagrams or tables, please save your work as a PDF file to avoid distortion of your diagram(s) during upload, which tends to happen.
4. Answer discussion questions in “question and answer” format, that is, provide the questions and answers when submitting their work (when instructed to). I am expecting short answers that are concise, well written, and supported by the text. Basically, demonstrate that you read the readings and can integrate the material.
5. Upload all written assignments to Blackboard, using the Turnitin.
6. Proofread your writing; excessive typos, spelling errors may be subject to a re-write.
7. Use a cover page and include your name, date, and name of assignment.
8. Insert page numbers in your assignment, 1 inch margins, and font size 12.
9. Use APA 6th writing style for all citations and references. If you are unfamiliar with APA, please review the following links: http://flash1r.apa.org/apastyle/basics/index.htm or http://owl.english.purdue.edu/owl/section/2/10/.

Discussions
The purpose of the discussion forum is to foster student engagement and interaction. Please review the discussion requirements for this course below.

Discussion Requirements:
Do not copy without the express written permission of the instructor.

1. Review the **Discussion Rubric** for the grading criteria before starting each assignment, if you want to be successful in this course.

2. Posting Instructions:
   a. Proofread discussions before posting:
   b. If your work contains charts, diagrams or tables, please save your work as a **PDF** file to avoid distortion of your diagram(s) during upload, which tends to happen.
   c. Students must first post their own work in order to view or reply to other students’ discussions in the forum. Be sure your work is complete before posting.

3. Integrate the **readings** in your responses.

4. Answer discussion questions in **“question and answer”** format, that is, provide the questions and answers when submitting their work. I am expecting short- **answers** that are concise, well written, and supported by the text. Basically, demonstrate that you read the readings and can integrate the material.

5. Critically **reply to at least one student’s post.** Merely replying that you “agree” or that you “like” the post is NOT a critical reply. Critical replies add to or extend the discussion, offer different perspectives or provide explanations for agreeing/disagreeing.

6. Reply to students’ postings by the following **Tuesday (11:59pm)** after the discussion is due. I am giving you this time to read and critically reply. Keep in mind that students learn from each other.

### NEW COURSE ASSESSMENT

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<th>COURSE ASSESSMENTS</th>
<th>NUMBER ITEMS</th>
<th>POINTS</th>
<th>TOTAL</th>
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<tr>
<td>Discussions 1</td>
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<td>200</td>
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<td>Discussion 4</td>
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<td><strong>SPOTs</strong> (if class achieves a response rate of 85%)</td>
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**Discussion 1 will serve as an assessment of your global awareness and perspective**

Now that you are informed about the various theories address the following questions. The following questions in your textbook deal with global, diversity, and cultural scenarios. Analyze each scenario and thoroughly answer the questions relating from your textbook. Be sure to integrate your knowledge from the chapter readings in your analysis!

- Cultural Awareness (chapter 1, p.57; question #9)
- Cultural Clash (chapter 2, p. 99; question #5)
- Indigenous (chapter 3, p.125; question #4)
Discussion 2 will serve as an assessment of your global awareness, perspective, and engagement.

Now that you are informed about mediation process and approaches, address the following questions. The following questions in your textbook deal with global, diversity, and cultural scenarios. Analyze each scenario and thoroughly answer the questions in your textbook. Be sure to integrate your knowledge from the chapter readings in your analysis - especially from the section on "cultural issues" (chapter 7, p. 272-276).

- Cultural Values Dilemma (chapter 7, p. 278; question #14)
- Cultural Heterogeneity (chapter 7, p. 279; question #15)
- Power of Gender (chapter 8, p. 377; question #5). Be sure to read chapter 8 and integrate knowledge.

**GRADING SCALE**

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<tr>
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<th>Letter Grades with Percentages</th>
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<td>475-500</td>
<td>C+ 77 - 79%</td>
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<td>A- 90 - 94%</td>
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<td>D 60 - 69%</td>
<td>300-349</td>
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<td>B+ 87 - 89%</td>
<td>435-449</td>
<td>E 0 - 59%</td>
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<td>B 83 - 86%</td>
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<td>B- 80 - 82%</td>
<td>400-414</td>
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NEW WEEKLY COURSE SCHEDULE

Important: The course week runs from Monday to Sunday. Weekly coursework is due on Sunday by midnight (EST). Reply to students’ postings by the following Tuesday (11:59pm) after the discussion is due. I am giving you this time to read and critically reply because students learn from each other.

<table>
<thead>
<tr>
<th>Module #</th>
<th>DATES</th>
<th>WEEKLY READINGS</th>
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<td><strong>INTRODUCTION</strong></td>
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<td>Review Online Course Modules</td>
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<td><strong>FOUNDATONS &amp; FRAMEWORKS</strong></td>
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<tr>
<td>MODULE 1</td>
<td>June 22- June 28</td>
<td>Conceptual Framework , p.1-18 Chapter 1: The Mindful Practitioner</td>
<td>Discussion 1</td>
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<tr>
<td>MODULE 2</td>
<td>June 29 - July 5</td>
<td>Chapter 2: The Theoretical Bases of Conflict Resolution Chapter 3: Restorative Justice</td>
<td>Discussion 2</td>
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<td>MODULE 3</td>
<td>July 6 - July 12</td>
<td>Chapter 4: Power-Based Negotiation Chapter 5: Rights-based Negotiation Chapter 6: Interest-based Negotiation</td>
<td>Assignment 1</td>
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<td>MODULE 4</td>
<td>July 13 - July 19</td>
<td>Chapter 7: Transformative Mediation Chapter 8: Family Mediation and Therapeutic Approach</td>
<td>Discussion 3</td>
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<td>MODULE 5</td>
<td>July 20 - July 26</td>
<td>Chapter 9: Group Facilitation</td>
<td>Discussion 4</td>
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<td>MODULE 6</td>
<td>July 27 - July 31</td>
<td>Chapter 10: Advocacy</td>
<td>Assignment 2</td>
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<td><strong>SPOTs</strong> (in My FIU )</td>
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