

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Justice	College/School	CLA
Prepared by	Brian Jarrett	Phone	474-6790
Email Contact	bnjarrett@alaska.edu	Faculty Contact	Brian Jarrett

1. ACTION DESIRED (CHECK ONE):

Trial Course New Course

2. COURSE IDENTIFICATION:

Dept Course# No. of Credits

Justify upper/lower division status & number of credits: Course is designed for sophomore level class as a survey and introduction to dispute resolution and restorative justice practices with three hours per week of lecture/discussion

3. PROPOSED COURSE TITLE: Dispute Resolution and Restorative Practices

4. To be CROSS LISTED? YES/NO

 If yes, Dept: Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO

 If yes, Dept. Course #

6. FREQUENCY OF OFFERING: Fall/Spring

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2011-12 if approved by 3/1/2012; otherwise AY2012-13)

Spring 2013

8. COURSE FORMAT:
 NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)

1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc) Lecture/Group Discussion

9. CONTACT HOURS PER WEEK:

LECTURE hours/weeks LAB hours /week PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Justice F201 Dispute Resolution and Restorative Practices
3 Credits Every Fall/Spring

This course surveys the basic practical and theoretical foundations of conflict, conflict resolution and restorative practices. It introduces students to the basic theories and practices of conflict resolution and peace-making, providing students with grounding in theories, applications, and dynamics of conflict and key conflict resolution processes. (Prerequisites: None.) (3 + 0).

11. **COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:	<input type="checkbox"/>	NO:	<input checked="" type="checkbox"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 Natural Science, Format 8

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

N/A

How many times may the course be repeated for credit?

N/A	TIMES
N/A	CREDITS
N/A	CREDITS

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

13. **GRADING SYSTEM:** Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**

\$0.00

Has a memo been submitted through your dean to the Provost for fee approval?
Yes/No

N/A

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

Yes

If yes, give semester, year, course #, etc.:

Fall 2011 Just F293 Dispute Resolution and Restorative Practices

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

The course will be instructed as part of Dr. Jarrett's normal workload and will not have any budget ramifications. Because the course will be offered as part of the Justice Department's normal instructional load it will not require more facilities/space than ordinarily required for the delivery of the Justice curriculum.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes

Sufficient journals and books on dispute resolution and restorative justice are present in our collection.

20. IMPACTS ON PROGRAMS/DEPTS

*What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)*

The course does not directly impact other departments or disciplines. Justice faculty members have spoken with faculty in Psychology, Social Work, and Communications and no concerns were voiced by those faculty members. In fact, there was much support the implementation of the course allows the Justice Department to better utilize the expertise of its faculty members.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

The Justice Department does not perceive this course as negatively impacting any departments or programs. The course is part of curriculum changes being proposed for the Bachelor of Arts in Justice, and a proposed minor in Dispute Resolution. The course and the proposed minor are likely to be beneficial for Social Work, Psychology and Sociology majors.

The course, proposed minor and curriculum changes to the Justice major reflect the Department's effort to create a restorative justice emphasis in its undergraduate program. Restorative justice has been adopted as the operational paradigm for Alaska's Division of Juvenile Justice, and consequently, the Department believes it is important to adopt a restorative justice emphasis in its undergraduate program.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

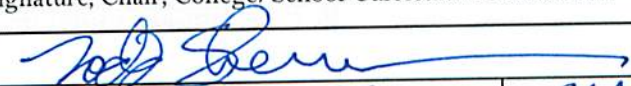
The Justice Department is preparing curriculum changes to its undergraduate curriculum to create a restorative justice emphasis area. The Department believes that restorative Justice holds particular pertinence to the justice needs of rural Alaska and the curriculum will be unique in Alaska. It is anticipated that the course will become a prerequisite for the remaining courses making up the restorative justice emphasis.

see next page

APPROVALS: Add additional signature lines as needed.

	Date	
Signature, Chair, Program/Department of: _____		

	Date	
Signature, Chair, College/School Curriculum Council for: _____		

	Date	4/11/13
Signature, Dean, College/School of: <u>CLA</u>		

	Date	
Signature of Provost (if applicable)		

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE


	Date	
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Signature, Chair

Faculty Senate Review Committee: ___Curriculum Review ___GAAC

___Core Review ___SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	4/11/13
Signature, Chair, Program/Department of:	JUSTICE	

	Date	4-11-13
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

ATTACH COMPLETE SYLLABUS (as part of this application). Note: The guidelines are online:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time
(make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.

Supplementary readings (indicate whether required or recommended) and

any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.) Faculty Senate Meeting #171:

<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

6/30/2011

Justice Department

JUST 201 - Dispute Resolution and Restorative Practices

Professor: Dr. Brian Jarrett

Title: JUST F201 Dispute Resolution and Restorative Practices

Meeting Times: Tuesday and Thursday at 3:40 pm – 5:10

Place: Bunn 313

Office: Gruening Room 501C

Office Hours T/W/R at 12:30 pm to 3:30 pm or by appointment

Phone: (907) 474 6790

E-mail: bnjarrett@alaska.edu

Course Description

JUST 201 Dispute Resolution and Restorative Practices

3 credits

This course surveys the basic practical and theoretical foundations of conflict, conflict resolution, and restorative practices. It introduces students to the basic theories and practices of conflict resolution and peace-making, providing students with grounding in theories, applications, and dynamics of conflict and key conflict resolution processes. (Prerequisite: None.)(3+0).

Prerequisites

None.

Course Goals

1. The course will introduce students to the field of dispute resolution, restorative practices, and therapeutic jurisprudence.
2. Students will be given the opportunity to personally explore their own approaches to conflict, and what other approaches to conflict may be available to them.
3. Students will also learn to connect different theories of conflict and approaches to conflicts to different resolutions.
4. Students will leave the class with basic dispute resolution skills.
5. Students will come to recognize and apply the various methods of conflict resolution, restorative justice, and therapeutic jurisprudence.

6. Students will understand how theory connects to practice in the field of dispute resolution.
7. Students will learn to assess and provide interventions by working through several real-life case studies.

Student Learning Outcomes

1. Students will be able to outline the historical roots and common practices of dispute resolution theory.
2. Students will be able to conduct simple mediations, negotiations, facilitations, dispute-systems design exercises, arbitration exercises, and participate in restorative processes, such as circle sentencing.
3. Students will be able to identify which dispute resolution techniques apply to various social conflict scenarios.
4. Students will be able to cite and analyze cases related to various laws pertaining to dispute systems and practice.
5. Students will be able to apply standards of practice (professional ethics) of dispute resolution (including impartiality, confidentiality, and self-determination) to all major examples related to ethical practice.
6. Students will be able to identify and practice the basic components of mediation including the stages and goals of the mediation process.
11. Students will be able to discuss the dynamics of conflict and be able to identify the components of conflict, including the positive aspects of conflict.
12. Students will be able to identify major practice and theory elements in the United States, Alaska, Canada, Australia, and New Zealand.

Required Blackboard Applications

This course will be supplemented by the Blackboard online learning platform. You will be asked to complete several assignments on the Blackboard course website. You will also be able to Blackboard mail the instructor and each other and check your scores on the site, as soon as they are posted. You can gain access to Blackboard through any one of the computer labs on campus or on your home computer.

Required Texts

Jarrett, Brian. (2011). Readings in Dispute Resolution and Restorative Practices. Self-published collection of essays.

Instructional Methods:

This course is taught through a combination of lecture (recorded, Eluminate Live), discussion boards, Blogs/journals, group activities, reading assignments, and in-class (or electronic) presentations.

Class Attendance Policy and Participation

This class brings theory to practice. Participation is asynchronous. Students earn credit for attendance by logging into Black Board and completing the assignments due in each of twelve segments (two segments per week). Students may work ahead but should not fall behind. Several Eluminate Live sessions will be scheduled but students may listen to the recorded version if the live version is missed for some reason.

University of Alaska Fairbanks Attendance Policy:

You are expected to log in to Black Board regularly. Each segment has discussion assignments that must be answered in the segment assigned.

You and your instructor will make a good faith effort to make suitable arrangements to assure that you can make up classes and work you miss and are not penalized for your excused absence. If suitable arrangements cannot be made, you will be allowed to withdraw from the course without penalty. However, your instructor is under no obligation to allow you to make up missed work for unexcused absences or if notification and arrangements are not made in advance of the absence

Course Grading:

There will be a total of (3) three online quizzes that you will be able to take on our online course webpage in Blackboard. The first two online quizzes are not cumulative. The Final online Quiz is cumulative and tests the breadth of your knowledge in Dispute Resolution and Restorative Practices.

Assignment:	Points:	Percentage of Grade:
Journal	50	10%
Scoop It Blog Assignment	50	10%
Final Exam	100	20%
Electronic Presentation	50	10%
Paper	100	20%
Discussions	50	10%
Quizzes	60	12%
Attendance	40	8%
Total	500	100%

A 15 minute short oral class Presentation discussing your Final Paper on a Dispute-Resolution issue of your choosing - We will discuss the requirements of the Presentation/Paper in an Eluminate Live Session. The paper should be 6-10 pages in length. The Presentation and accompanying paper are judged as a unit (see rubric below).

Grading Scale:

The instructor will use the +/- grading system. Note the following.

- 97-100% = A+
- 93-96 = A
- 90-92 = A-
- 87-90 = B+
- 83-86 = B
- 80-82 = B-
- 77-80 = C+
- 73-76 = C
- 70-72 = C-
- 67-70 = D+
- 63-66 = D
- 60-62 = D-
- 59 or below = F

Journal Rubric:

33.33% each	Excellent	Good	Satisfactory	Unacceptable
Organization	90-100%	80-89%	60-79%	Less than 59%
<input type="checkbox"/> Introduction and closing	<input type="checkbox"/> Clear thesis and argument support in intro/closing	<input type="checkbox"/> Clear topic conveyed in intro/closing	<input type="checkbox"/> Intro and closing present	<input type="checkbox"/> Disorganized intro/closing
Communication				
<input type="checkbox"/> Grammar/Word Choices	<input type="checkbox"/> Uses excellent grammar and appropriate word choices.	<input type="checkbox"/> Mostly uses correct Grammar/Word Choices	<input type="checkbox"/> Needs improvement	<input type="checkbox"/> Needs major improvements. <input type="checkbox"/> Errors distract from journal.
Content				
<input type="checkbox"/> Evidence of contemplation. <input type="checkbox"/> Length	<input type="checkbox"/> Clear objective analysis of progress <input type="checkbox"/> At least 3 full paragraphs	<input type="checkbox"/> Good analysis of progress <input type="checkbox"/> 1-2 full paragraphs	<input type="checkbox"/> Less than objective analysis of progress <input type="checkbox"/> 1 paragraph	<input type="checkbox"/> No analysis of progress. <input type="checkbox"/> 1 short paragraph

PRESENTATION RUBRIC

25% each	Excellent	Good	Satisfactory	Unacceptable
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Organization	90-100%	80-89%	60-79%	Less than 59%
<input type="checkbox"/> Introduction and closing <input type="checkbox"/> Evidence of preparation. <input type="checkbox"/> Appropriate application of aids, etc.	<input type="checkbox"/> Clear thesis and argument support in intro/closing <input type="checkbox"/> Delivery flawless <input type="checkbox"/> Uses support material to advance arguments	<input type="checkbox"/> Clear topic conveyed in intro/closing <input type="checkbox"/> Good presence but some flaws.	<input type="checkbox"/> Intro and closing present <input type="checkbox"/> Grace under fire	<input type="checkbox"/> Disorganized intro/closing <input type="checkbox"/> Serious Stage Fright
Communication				
<input type="checkbox"/> Speaking <input type="checkbox"/> Grammar/Word Choices <input type="checkbox"/> Evidence of Practice <input type="checkbox"/> Body language and eye contact	<input type="checkbox"/> Speaks clearly <input type="checkbox"/> Uses excellent grammar and appropriate word choices. <input type="checkbox"/> Shows strong evidence of practice (note cards) <input type="checkbox"/> Uses proper body language and eye contact	<input type="checkbox"/> Mostly speaks clearly <input type="checkbox"/> Mostly uses correct Grammar/Word Choices <input type="checkbox"/> Evidence of Practice <input type="checkbox"/> Body language and eye contact	<input type="checkbox"/> Audience sometimes strains to hear <input type="checkbox"/> Needs improvement <input type="checkbox"/> Needed more practice <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Audience cannot understand speaker <input type="checkbox"/> No evidence of Practice
Content				
<input type="checkbox"/> Information in presentation <input type="checkbox"/> Handout(s) <input type="checkbox"/> Length	<input type="checkbox"/> All info covered <input type="checkbox"/> 15 minutes (no more than 2 minutes over)	<input type="checkbox"/> Covers info <input type="checkbox"/> 15 minutes (no more than 2 minutes under)	<input type="checkbox"/> Some info covered <input type="checkbox"/> 15 minutes (no more than 4 minutes under)	<input type="checkbox"/> Inadequate info <input type="checkbox"/> Less than 10 minute presentation
(PowerPoint or Poster)				
<input type="checkbox"/> Neatness/Proofread <input type="checkbox"/> Creativity <input type="checkbox"/> Evidence of time and effort	<input type="checkbox"/> Impeccable Neatness/Proofread <input type="checkbox"/> Creative and Innovative Application of research <input type="checkbox"/> Represents a significant amount of time and effort	<input type="checkbox"/> Neat/mostly error free <input type="checkbox"/> Some insight evident <input type="checkbox"/> Clear indication of effort	<input type="checkbox"/> Some errors <input type="checkbox"/> Acceptable level of thought <input type="checkbox"/> Needs some work	<input type="checkbox"/> More errors than not <input type="checkbox"/> Little evidence of thought <input type="checkbox"/> Haphazard in appearance

TOTAL:

Writing Criteria for Papers

Correct grammar
 Concise and logical writing style
 Intro – body – conclusion format
 At least three credible references that are not simply internet

sites
 Use the APA citation style for references

Developing Writing Skills

I encourage you to visit the University Writing Center to gain help with the writing of your final paper. Also, the Writing Center is also there to help you prepare proper APA references. Take full advantage of the Writing Center.

Writing Center Location and Hours:
 801 Gruening, 474-5314

Summer Hours:
 10:00 a.m. - 7:00 p.m. Monday - Thursday
 10:00 a.m. - 2:00 p.m. Fridays

Regular Fall/Spring Semester Hours:

10:00 a.m. - 4:00 p.m. Monday - Thursday

7:00 p.m. - 10:00 p.m. Monday - Thursday

10:00 a.m. - 1:00 p.m. Friday

1:00 p.m. - 6:00 p.m. Sunday

For more information visit: <http://www.alaska.edu/english/writing-center/>

• Academic Dishonesty

The Justice Department refers its students to the UAF Student Handbook. The Justice Department does not tolerate plagiarism and other acts of academic dishonesty. The unacknowledged use of the ideas of others is a serious offense that can result in failure.

Each of the following constitutes plagiarism:

1. Turning in as your own work a paper or part of a paper that anyone other than you wrote. This would include but is not limited to work taken from another student, from a published author or from an Internet contributor.
2. Turning in a paper that includes unquoted and/or undocumented passages someone else wrote.
3. Including in a paper someone else's original ideas, opinions, or research results without attribution.
4. Paraphrasing without attribution.
5. Turning the same paper [or significant portion (25% or more) of a paper] for credit in more than one class.

If it's not your original idea, cite the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources. Papers that are not entirely original (unlike creative writing) also require a references list at the conclusion of the paper, including all sources from class (as you didn't create those, either).

Students with Disabilities –

Please note Disability Services provide a variety of services to ensure equal access for all students. Interpreting services, educational assistance, note taking, and exam accommodations for students are the most frequently provided accommodations. The staff of Disability Services works with faculty and students in arranging appropriate services in the classroom. Questions should be directed to the Director of Disability Services at (907)474-5655.

UAF Office of Disability Services

Whitaker Building, Room 208

Phone: (907) 474-5655

TTY: (907) 474-1827

Fax: (907) 474-5688

Disability Services E-mail: uaf-disabilityservices@alaska.edu

Tentative Course Schedule and Topical Outline – SUBJECT TO ANNOUNCED CHANGES

Segment 1 Introduction

Review Syllabus & Class Expectations

Introductions

Brief History

Introduction and Discussion of the four complementary, interacting Fields

ADR – Alternative Dispute Resolution

DSD – Dispute Systems Design

RJ – Restorative Justice

TJ – Therapeutic Jurisprudence

Reading Assignment: Introduction and Chapter 1

Journal Entry Due

Scoop It Blog Comments Due

Discussion Board Responses Due

Segment 2 Conflict Theories and Perspectives

Perspectives and Paradigms

Conflict Theories and Models

Perspectives in Sociology of Conflict

Perspectives in Sociology of Law

Gender Effects

Culture Effects

Reading Assignment: Chapter 2

Journal Entry Due

Scoop It Blog Comments Due

Discussion Board Responses Due

Quiz #1

Segment 3 Alternative Dispute Resolution

ADR Continuum

Negotiation Theory

Mediation Theory

Practices in Mediation

Practices in Arbitration

Collaborative Law

Reading Assignment: Chapter 3

Journal Entry Due

Scoop It Blog Comments Due

Discussion Board Responses Due

Segment 4 Restorative Justice I

History of Restorative Practices

Restorative Justice Theory

Restorative Justice Practices

Reading Assignment: Chapter 4

Discussion of Restorative Justice Programs

Applications in Restorative Justice

Reading Assignment: Chapter 5

Journal Entry Due

Scoop It Blog Comments Due

Discussion Board Responses Due

Quiz #2

Segment 5 Therapeutic Jurisprudence

Understanding Therapeutic Jurisprudence

Applications in Therapeutic Jurisprudence

Lesson from David Wexler

Reading Assignment: Chapter 6

Journal Entry Due

Scoop It Blog Comments Due

Discussion Board Responses Due

Segment 6 Introduction to Arbitration

FAA Preemption

Formation of Arbitration Agreements

Interpretation of Arbitration Agreements

Effect of Arbitration Awards

Arbitration Fields; Labor, International, Sport, family, commercial, consumer, etc.

History of Arbitration

Rules affecting Arbitration

Rules of Evidence

Building arbitration techniques

Other Related Processes: MED-ARB, ARB_MED, Fact-finding, Early Neutral Evaluation, etc

Reading Assignment: Chapter 7

Journal Entry Due

Scoop It Blog Comments Due

Discussion Board Responses Due

Segment 7 Negotiation - Styles, Tactics, Strategies

Traditional Negotiation

Assumptions about Conflict and Negotiation

Styles, strategies, and tactics

Prisoner's Dilemma

Negotiation Theory – Exchange, Field theory, Psychodynamic, etc

Alternative views of negotiation

Interest-based (Principled) Negotiation: The Harvard Model

Issue Frames

Reframing

Interests versus Positions

The Ugli Orange

Communication Effectiveness

Negotiation and Advocacy

Reading Assignment: Handout or posting in Blackboard

Options for Mutual Gain

Insisting on Objective Criteria

Building Effective Negotiation Skills

Dealing with dirty tactics through principled negotiation

Reading Assignment: Chapter 8

Quiz #3

Segment 8 Power and Power-Balancing in Negotiation and Dispute Resolution

Defining Power

Sociological Theories on Power

Power Effects in Negotiation and Mediation

Dealing with Power Relations

Power Balancing

Harvard Method

Batna and Watna

Reading Assignment: Chapter 9

Journal Entry Due

Scoop It Blog Comments Due

Discussion Board Responses Due

Segment 9 Mediation: The Process in Depth

Overview – The Mediation Grid

Interest-based (Facilitative) Mediation

Building interest-based mediation skills

The Process: step by step

Alternative Approaches to Mediation – Introduction

Facilitative versus Evaluative Mediation

Reading Assignment: Chapter 10

Journal Entry Due

Scoop It Blog Comments Due

Discussion Board Responses Due

Segment 10 Mediation: Challenges in Mediation

Controlling the Process

Moving to Agreements

Dealing with Impasse

Writing up a Memorandum of Understanding

Agreements and legal issues

Mediation Ethics

Reading Assignment: Chapter 11

Journal Entry Due
Scoop It Blog Comments Due
Discussion Board Responses Due

Segment 11 Expanded Approaches to Mediation

Defining the Goals of Mediation

Transformative Mediation

Empowerment and Recognition

A humanistic Base to Mediation

Bush and Folger – Transformative Mediation

Rogers – On Humanism

----- Electronic Presentations Due (Date to be Announced)

A History of Narrative Mediation

Building Narrative Mediation Skills

Post-modernism and post-structuralism

Structural Discrimination

Structured Social Reality

Monk and Winslade

Sara Cobb

Introduction to Integral Mediation

Reading Assignment: Chapter 12

Journal Entry Due

Scoop It Blog Comments Due

Discussion Board Responses Due

Segment 12 Group/Organizational Facilitation and DSD

Working with Groups, Organizations, and the Public

Methods

Basic versus Developmental Facilitation

Sickles_Merchant and Constantino

Ury, Brett, and Goldberg

Entrée, Contracting, and Consulting

Organizational Assessment

Implementation

Follow-up

Class evaluation

Work on Final Paper

Reading Assignment: Chapter 13

Journal Entry Due

Scoop It Blog Comments Due

Discussion Board Responses Due

Final Paper due (TBA in final version of syllabus) -

- Final Exam –

Semester Ends: TBA