FORMAT 1

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	J. Robert Duke	**Phone**	474-6501
Email Contact	jrduke@alaska.edu	**Faculty Contact**	Rob Duke

1. ACTION DESIRED *(CHECK ONE):* Trial Course [ ]   New Course [X]

2. COURSE IDENTIFICATION: Dept **JUST** Course # **F302** No. of Credits **3**

Justify upper/lower division status & number of credits:	Junior or Senior Class standing or permission of Instructor, 45 contact hours in the classroom. Requiring a high level of interaction and learning

3. PROPOSED COURSE TITLE: Dispute Systems Design

4. To be CROSS LISTED? YES/NO **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 **No** If yes, Dept. Course #

6. FREQUENCY OF OFFERING: **Summer Session, Fall**
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) **Fall 2011, Fall 2012, Summer 2012**

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	[X] 6 weeks to full semester
OTHER FORMAT (specify)						
Mode of delivery (specify lecture, field trips, labs, etc)	Lecture, Group Discussions					

9. CONTACT HOURS PER WEEK: **3** 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):*

JUST F302 Dispute Systems Design
3 Credits   Offered Summer Session/Fall

Examines the hidden sources of conflicts that are often embedded in social, legal, political, and organizational structures and systems. This course will be focused on all aspects of

structural, systemic conflict, and introduces ways to harness conflict for positive organizational outcomes. (Prerequisite JUST F201, and ENGL 211/213, or permission of instructor) (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	X

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form**.	YES:		NO:	X

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	X

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
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?	N/A	CREDITS
If the course can be repeated with <u>variable</u> credit, what is the maximum number of credit hours that may be earned for this course?	N/A	CREDITS

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

LETTER:	X	PASS/FAIL:	

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES	JUST F201, and ENGL 211/213, or permission of instructor.

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**	No

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, Fall 2012, Summer 2011 and Summer 2012

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. Duke's (Summer Sessions) 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	X		**Both relevant paper and electronic journals are available.**

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 will be part of the suite of courses created for the new Justice minor in Dispute Resolution. This course is (one of several) that expands choices for Justice majors and other students interested in Alternative Dispute Resolution practices. The impact on the Justice Department itself will be positive in that more students will be attracted to the Justice Major because of the availability of ADR coursework which is in increasing use in a variety of criminal and civil contexts. We foresee no negative impacts on other courses, programs or departments.

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 Systems. The course and the proposed minor are likely to be beneficial for Social Work, Psychology and Sociology majors.
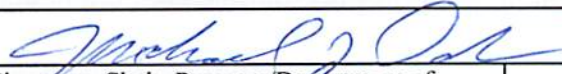
The course, proposed minor and curriculum changes to the Justice major reflect the Department's effort to create a dispute resolution emphasis in its undergraduate program. Dispute Resolution and Restorative justice has been adopted as the operational paradigm for Alaska's Division of Juvenile Justice, 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 course represents one of the elective choices in the proposed new Minor in Dispute Resolution. The course will focus on the theory and practice of mediation. The Justice Department is evolving to develop curriculum in Dispute Resolution in order to better prepare future Justice students for the workplace.

APPROVALS: Add additional signature lines as needed.

| Signature, Chair, Program/Department of: | _Michael J Ool_ | Date | 4/11/13 |
| JUSTICE | | | |

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

| Signature, Dean, College/School of: | _Todd Shern_ | Date | 4/11/13 |
| CLA | | | |

| | | 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 | |

Signature, Chair
Faculty Senate Review Committee: ___Curriculum Review   ___GAAC

___Core Review   ___SADAC

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

| | | Date | |
| Signature, Chair, Program/Department of: | | | |

| | | Date | |
| 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 <u>denied</u>.

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. <u>Be specific</u> 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 <u>as applicable</u> 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.

Summer and Fall versions of the syllabus follow below:

University of Alaska Fairbanks
Justice Department
JUST 302 - Dispute Systems Design

Professor: Dr. J. Robert Duke
Title: Dispute Systems Design
Meeting Times: Summer Sessions
Place: Fairbanks, Main Campus
 Office: Gruening 501D
Office Hours: TBA
Phone: 907 474 6501
E-mail: jrduke@alaska.edu

Required Texts:
- Business Dispute Resolution by Thomas D. Cavenagh
- Diagnosing Organizations by Michael Harrison
- Designing Conflict Management Systems by Cathy Costantino and Christina Sickles Merchant.
- Alternative Dispute Resolution for Organizations by Allan Stitt

Reading Supplement, as assigned. Additional readings are provided online, as handouts, or put on reserve at the library.

Course Description
JUST F302 Dispute Systems Design
3 Credits   Offered Summer Session/Fall

Examines the hidden sources of conflicts that are often embedded in social, legal, political, and organizational structures and systems. This course will be focused on all aspects of structural, systemic conflict, and introduces ways to harness conflict for positive organizational outcomes. (Prerequisite JUST F201, and ENGL 211/213, or permission of instructor) (3 + 0).

Course Goals:

1. The course will introduce students to the systemic and structural aspects of conflict resolution.
2. Students will learn all aspects of Dispute Systems Design (DSD).
3. Students will leave the class with basic structural and systemic factors in conflict and conflict resolution.
4. Students will come to recognize and apply the various methods of conflict resolution in organizational settings.
5. Students will understand how theory connects to practice in the Dispute Systems Design (DSD).
6. Students will learn to assess and provide interventions by working through several real-life case studies.

Student Learning Outcomes:

1. Student will be able to identify common dispute systems.
2. Student will be able to recognize and name elements of organizational structures.
3. Students will be able to explain how organization structures impact disputes within organizations.

4. Students will be able to list and explain some causes of organization dysfunction.
5. Students will be able to diagnose organizations dysfunction and recommend remedies.
6. Students will be able to apply methods of conflict resolution to hypothetical and case study problems.

Instructional Methods:

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

Class discussions, role-plays, lecture, multimedia presentations, and other experiential exercises will be used to reach course goal and objectives.

Required Blackboard Applications

This course will be supplemented by the Blackboard online learning platform. You will be asked to take quizzes, post journals and other work and receive announcements 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.

Course Calendar:
Tentative Course Schedule and Topical Outline – SUBJECT TO ANNOUNCED CHANGES
All weekly assignments due on the Sunday Evening ending the unit at 11:59 p.m.—Dates will be added to syllabus given to students

Unit 1   Introduction to Organizational Analysis and Dispute Systems Design

Review Syllabus & Class Expectations
Introductions
ADR Continuum and Dispute Systems Design (DSD)
Organization Change Paradigms – Rational, Natural, and Open
Perspectives in Organizational Analysis
Organizational Development and DSD
Organizational Metaphors
Closed, Open, and Natural Systems
Organizational Analysis and Change

Journal 1 - Introductions
Reading Assignment: Chapter 1 (Costantino); Preface and Chapter 1 & 2 (Cavenagh); Chapter 1 & 2 (Stitt); Chapter 1 & 2 (Harrison) & Harvard supplement

Unit 2   Organizational Development, Dispute Resolution, and A New Paradigm

Recognizing Conflict Management as a System
ADR and Systems Design
Transformation
A Paradigm Shift
Interests, Rights, and Power
Journal 2
Reading Assignment: Chapter 3 (Cavenagh); Chapter 2 and 3 (Costantino); and Chapters 6, 7, 8, and 9 (Stitt);

and supplement.

Unit 3   Assessing Individual and Group Behavior and Stakeholder Analysis

Stakeholder Analysis
Necessary and Proper Parties
Agency and Groups
Individual and Group Behavior
Cases
Quiz 1
Reading Assignment: Chapter 4 (Costantino), Chapter 4 (Cavenagh), Chapter 3 (Harrison); Chapter 2 and 4 (Stitt); and supplement

 Unit 4   Recognizing the Effects of Organizational Power and Politics

Bases of Power
Power and Politics
Recognizing Power Imbalance
Organizational Misbehavior
Irresponsible Autonomy
Power and Resistance
Cases
Journal 3
Reading Assignment: Chapter 4 (Harrison); Chapter 5 (Cavenagh); and supplement

Unit 5   Working with the Organizational Culture

Diagnosing Culture
Organizational Climate
Organizational Environment
External Features
Internal Features
Structure versus culture
Reforming Organizational Culture
Journal 4
Reading Assignment: Chapter 4 and 5; (Harrison), Chapter 6; (Cavenagh); Chapter 3 (Stitt); and supplement

Unit 6   Dilemmas of Organizational Diagnosis
DSD - Entry and Contracting: Starting the Systems Design Effort

The goals, Politics, and Professionalism Dilemma
Entry and Contracting
Cases
Quiz 2
Reading Assignment: Chapter 6 (Harrison); Chapter 5 (Costantino) Chapter 7 (Cavenagh); and Supplement

Unit 7   Constructing Conflict Management Models

Constructing Management Models
Organizational Assessment focusing on dispute resolution
Cases
Journal 5

Reading Assignment: Chapter 8 (Cavenagh); Chapters 6 and 7 (Costantino); & Supplement

Unit 8 Capacity Building

Training
Assigning Roles
Creating 'Buy-in'
Building a Knowledge Base
Journal 6
Reading Assignment: Chapter 8 (Costantino); Chapter 9 (Cavenagh); Chapter 12 (Stitt) (pp. 155-158); and Supplement

Unit 9 Implementation

 (Veteran's Day – We will use Blackboard for this class session)
Implementation
Introducing the New System
Creating Allies
Cases
Journal 7
Reading Assignment: Chapter 9 (Costantino), Chapter 10 (Cavenagh)   and Supplement

Unit 10 Evaluation

Measuring Program Effectiveness
Program Evaluation
Evaluation of Conflict Management Systems
Journal 8
Reading Assignment: Read Chapter 10 (Costantino); Chapter 10 (Cavenagh); Chapter 12 pp. 159-171 (Stitt); and Supplement

(Thanksgiving Break Week – Nov 23 through 27)

Unit 11 Making the New System Work

Incentives and Rewards
Resistance and Constraints
Changing the Culture
Case Study Due
Quiz 3
Reading Assignment: Chapters 11, 12, and 13 (Constantino); Chapters 10 and 11 (Stitt) and Supplement
-----Presentations

Unit 12   Barriers to the Growth of Conflict Management Systems and the future of DSD

Barriers to the Growth of DSD
The Future of DSD - the micro, meso, and macro view
Cases
Work on Final Paper
Journal 11

Reading Assignment: Chapter 14 (Stitt); re-read chapter 13 (Costantino); and Supplement
-----Presentations

- Final Paper due last <mark>regular meeting day (student version of syllabus will state date).</mark>

- Final Exam –

Course Policies:
Class Attendance and Participation
This class brings theory to practice. Participation is absolutely necessary and a major requirement of the course. There are, of course, legitimate reasons for excused absences, in which case a formal note or documentation will be necessary. More than three unexcused absences will result in loss of entire participation grade. More than six unexcused absences will result in failure of the course. BE SURE TO BRING A NOTE FROM YOUR DOCTOR IF YOU NEED TO TAKE TIME OFF DUE TO THE FLU OR OTHER MEDICAL CONDITION.

You can gain participation points in the class through active participation and genuine interest. BE ADVISED THAT THIS IS A DEMANDING CLASS, IN TERMS OF PARTICIPATION REQUIREMENTS.

STUDENTS MUST GIVE PRESENTATIONS DURING CLASS TO GAIN PARTICIPATION POINTS. STUDENTS MUST ALSO RESPOND TO QUESTIONS POSED BY THE INSTRUCTOR DURING CLASS.

You will automatically lose participation points if you engage in any of the following prohibited behaviors:

- Being late for Classes;
- Talking or texting on your cell phone in class;
- Leaving class early. In order to be marked present, you must be in the lecture room for the entire class period.
- Talking while the instructor is lecturing or another student is presenting.

The professor will ask you to leave the class and/or drop the course if you disrupt the class or engage in any of the above behaviors.

Late work will not be accepted. Special permission must be given prior and must be based upon a dire emergency and will not be given for procrastination.

Plagiarism and academic dishonesty will not be tolerated, and is subject to disciplinary action per the Student Code of Conduct, Board of Regents policy 09.02.01 (noted on p. 51 2011-12 UAF Catalog).

 Grading Criteria

Grades will be assessed based on the following criteria:

Grading Requirements	
Informed, Meaningful, and Active Participation	20%
Journals	10%
Quizzes	30%

Final Paper	20%
Final Comprehensive Exam	20%

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

Journals

You will be asked to write a paragraph or two about how you are doing in the course and where you are building strengths. You will also be asked to assess where you need to build skills.

Journal Rubric:

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

Quizzes

You will be asked to take three multiple choice/true-false quizzes. They will be available in Blackboard.

Final Examination

You will be asked to take a final multiple choice/true-false exam which will also be available in Blackboard.

Final Paper

The final project is a 12-page paper that will focus on an aspect of Dispute Systems Design (DSD). The paper project is your opportunity to explore DSD in an in-depth way. I want to encourage you to be creative and will give you a good deal of latitude to explore the topic that most interests you. Feel free to approach me with your ideas about a topic. We will discuss final paper topics in class.

Writing Criteria

Correct grammar

Concise and logical writing style

Intro – body – conclusion format

At least three credible references

Use any citation style eg. MLA, APA, ASA Chicago, etc, but be sure to be consistent.

Developing Writing Skills

At the University Writing Center trained consultants are ready to help you at any stage of the writing process. It is often helpful for writers to share their work with an attentive reader, and consultations allow writers to test and refine their ideas before having to hand papers in or to release documents to the public. In addition to the important writing instruction that occurs in the classroom and during teachers' office hours, the center offers another site for learning about writing. All undergraduates are encouraged to make use of this important student service. For more information about the writing center's hours and policies, visit the writing center.

UAF Writing Center
801 Gruening Bldg., P.O. Box 755720
Fairbanks, Alaska 99775-5720
Phone: (907) 474-5314
Fax: 1-800-478-5246

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

<u>Disability Services:</u>

<div align="center">

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

</div>

Students with Disabilities – Please note Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, 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. http://www.uaf.edu/disability/

University of Alaska Fairbanks
Justice Department
JUST 302 - Dispute Systems Design

Professor: Dr. Brian Jarrett
Title: Dispute Systems Design
Meeting Times: Fall
Place: Fairbanks, Main Campus
 Office: Gruening 501D
Office Hours: TBA
Phone: 907 474 6501
E-mail: jrduke@alaska.edu

Required Texts:
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- Alternative Dispute Resolution for Organizations by Allan Stitt

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Organization Change Paradigms – Rational, Natural, and Open
Journal 1 - Introductions
Reading Assignment: Chapter 1 (Costantino); Preface and Chapter 1 (Cavenagh); Chapter 1 (Stitt); Chapter 1 (Harrison)

Unit 2   Organization System, Structure, and Change Perspectives

Perspectives in Organizational Analysis

Organizational Development and DSD
Organizational Metaphors
Closed, Open, and Natural Systems
Organizational Analysis and Change

Journal 2
Reading Assignment: Chapter 2 (Cavenagh); Chapter 2 (Harrison) & Harvard supplement

Unit 3   Organizational Development, Dispute Resolution, and A New Paradigm

Recognizing Conflict Management as a System
ADR and Systems Design

Transformation
A Paradigm Shift
Interests, Rights, and Power
Journal 3
Reading Assignment: Chapter 3 (Cavenagh); Chapter 2 and 3 (Costantino); and Chapters 6, 7, 8, and 9 (Stitt); and supplement.

Unit 4   Assessing Individual and Group Behavior and Stakeholder Analysis

Stakeholder Analysis
Necessary and Proper Parties
Agency and Groups
Individual and Group Behavior
Cases
Quiz 1
Reading Assignment: Chapter 4 (Costantino), Chapter 4 (Cavenagh), Chapter 3 (Harrison); Chapter 2 and 4 (Stitt); and supplement

 Unit 5   Recognizing the Effects of Organizational Power and Politics

Bases of Power
Power and Politics
Recognizing Power Imbalance
Organizational Misbehavior
Irresponsible Autonomy
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Journal 4
Reading Assignment: Chapter 4 (Harrison); Chapter 5 (Cavenagh); and supplement

Unit 6   Working with the Organizational Culture

Diagnosing Culture
Organizational Climate
Organizational Environment
External Features
Internal Features
Structure versus culture
Reforming Organizational Culture
Journal 5
Reading Assignment: Chapter 4 and 5; (Harrison), Chapter 6; (Cavenagh); Chapter 3 (Stitt); and supplement

Unit 7   Dilemmas of Organizational Diagnosis
DSD - Entry and Contracting: Starting the Systems Design Effort

The goals, Politics, and Professionalism Dilemma
Entry and Contracting
Cases
Quiz 2
Reading Assignment: Chapter 6 (Harrison); Chapter 5 (Costantino) Chapter 7 (Cavenagh); and Supplement

Unit 8 Constructing Conflict Management Models

Constructing Management Models
Organizational Assessment focusing on dispute resolution
Cases
Journal 6
Reading Assignment: Chapter 8 (Cavenagh); Chapters 6 and 7 (Costantino); & Supplement

Unit 9 Capacity Building

Training
Assigning Roles
Creating 'Buy-in'
Building a Knowledge Base
Journal 7
Reading Assignment: Chapter 8 (Costantino); Chapter 9 (Cavenagh); Chapter 12 (Stitt) (pp. 155-158); and Supplement

Unit 10 Implementation

 (Veteran's Day – We will use Blackboard for this class session)
Implementation
Introducing the New System
Creating Allies
Cases
Journal 8
Reading Assignment: Chapter 9 (Costantino), Chapter 10 (Cavenagh)   and Supplement

Unit 11 Evaluation

Measuring Program Effectiveness
Program Evaluation
Evaluation of Conflict Management Systems
Journal 9
Reading Assignment: Read Chapter 10 (Costantino); Chapter 10 (Cavenagh); Chapter 12 pp. 159-171 (Stitt); and Supplement

(Thanksgiving Break Week – Nov 23 through 27)

Unit 12 Making the New System Work

Incentives and Rewards
Resistance and Constraints
Changing the Culture
Case Study Due
Quiz 3
Reading Assignment: Chapters 11, 12, and 13 (Constantino); Chapters 10 and 11 (Stitt) and Supplement
-----Presentations

Unit 13   Barriers to the Growth of Conflict Management Systems and the future of DSD

Barriers to the Growth of DSD
The Future of DSD - the micro, meso, and macro view
Cases
Work on Final Paper
Journal 10
Reading Assignment: Chapter 14 (Stitt); re-read chapter 13 (Costantino); and Supplement
-----Presentations

- Final Paper due last <mark>regular meeting day (student version of syllabus will state date).</mark>

- Final Exam –

Course Policies:
Class Attendance and Participation
This class brings theory to practice. Participation is absolutely necessary and a major requirement of the course. There are, of course, legitimate reasons for excused absences, in which case a formal note or documentation will be necessary. More than three unexcused absences will result in loss of entire participation grade. More than six unexcused absences will result in failure of the course. BE SURE TO BRING A NOTE FROM YOUR DOCTOR IF YOU NEED TO TAKE TIME OFF DUE TO THE FLU OR OTHER MEDICAL CONDITION.

You can gain participation points in the class through active participation and genuine interest. BE ADVISED THAT THIS IS A DEMANDING CLASS, IN TERMS OF PARTICIPATION REQUIREMENTS.

STUDENTS MUST GIVE PRESENTATIONS DURING CLASS TO GAIN PARTICIPATION POINTS. STUDENTS MUST ALSO RESPOND TO QUESTIONS POSED BY THE INSTRUCTOR DURING CLASS.

You will automatically lose participation points if you engage in any of the following prohibited behaviors:

- Being late for Classes;
- Talking or texting on your cell phone in class;
- Leaving class early. In order to be marked present, you must be in the lecture room for the entire class period.
- Talking while the instructor is lecturing or another student is presenting.

The professor will ask you to leave the class and/or drop the course if you disrupt the class or engage in any of the above behaviors.

Late work will not be accepted. Special permission must be given prior and must be based upon a dire emergency and will not be given for procrastination.

Plagiarism and academic dishonesty will not be tolerated, and is subject to disciplinary action per the Student Code of Conduct, Board of Regents policy 09.02.01 (noted on p. 51 2011-12 UAF Catalog).

 Grading Criteria

 Grades will be assessed based on the following criteria:

Grading Requirements

Informed, Meaningful, and Active Participation	20%
Journals	10%
Quizzes	30%
Final Paper	20%
Final Comprehensive Exam	20%

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

Journals

You will be asked to write a paragraph or two about how you are doing in the course and where you are building strengths. You will also be asked to assess where you need to build skills.

Journal Rubric:

33.33% each	**Excellent**	**Good**	**Satisfactory**	**Unacceptable**
Organization	90-100%	80-89%	60-79%	Less than 59%
❑ Introduction and closing	☐ Clear thesis and argument support in intro/closing	❑ Clear topic conveyed in intro/closing	❑ Intro and closing present	❑ Disorganized intro/closing
Communication				
❑ Grammar/Word Choices	❑ Uses excellent grammar and appropriate word choices.	❑ Mostly uses correct Grammar/Word Choices	❑ Needs improvement	❑ Needs major improvements. ❑ Errors distract from journal.
Content				
❑ Evidence of contemplation.	❑ Clear objective analysis of	❑ Good analysis of	❑ Less than objective	❑ No analysis of progress.

❑ Length	progress ❑ At least 3 full paragraphs	progress ❑ 1-2 full paragraphs	analysis of progress ❑ 1 paragraph	❑ 1 short paragraph

Quizzes

You will be asked to take three multiple choice/true-false quizzes. They will be available in Blackboard.

Final Examination

You will be asked to take a final multiple choice/true-false exam which will also be available in Blackboard.

Final Paper

The final project is a 12-page paper that will focus on an aspect of Dispute Systems Design (DSD). The paper project is your opportunity to explore DSD in an in-depth way. I want to encourage you to be creative and will give you a good deal of latitude to explore the topic that most interests you. Feel free to approach me with your ideas about a topic. We will discuss final paper topics in class.

Writing Criteria

Correct grammar

Concise and logical writing style

Intro – body – conclusion format

At least three credible references

Use any citation style eg. MLA, APA, ASA Chicago, etc, but be sure to be consistent.

Developing Writing Skills

At the University Writing Center trained consultants are ready to help you at any stage of the writing process. It is often helpful for writers to share their work with an attentive reader, and consultations allow writers to test and refine their ideas before having to hand papers in or to release documents to the public. In addition to the important writing instruction that occurs in the classroom and during teachers' office hours, the center offers another site for learning about writing. All undergraduates are encouraged to make use of this important student service. For more information about the writing center's hours and policies, visit the writing center.

UAF Writing Center
801 Gruening Bldg., P.O. Box 755720
Fairbanks, Alaska 99775-5720
Phone: (907) 474-5314
Fax: 1-800-478-5246

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

Disability Services:

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

Students with Disabilities – Please note Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, 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. http://www.uaf.edu/disability/