



## COURSE OUTLINE

### **FNGA 301**

### **Conflict Resolution, Mediation, And Negotiation**

**3 CREDITS**

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DATE: May 7, 2020

APPROVED BY: Name, Title

DATE: Click or tap to enter a date

APPROVED BY SENATE: Click or tap to enter a date

RENEWED BY SENATE: Click or tap to enter a date





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## FNGA 301: Conflict Resolution, Mediation, And Negotiation

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<b>INSTRUCTOR:</b> Dazawray Landrie-Parker	<b>OFFICE HOURS:</b> TBD
<b>OFFICE LOCATION:</b> Via Zoom	<b>CLASSROOM:</b>
<b>E-MAIL:</b> dlandrieparker@yukonu.ca	<b>TIME:</b> 6pm-9pm
<b>TELEPHONE:</b> 306-371-0920	<b>DATES:</b> Mondays

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### COURSE DESCRIPTION

This course critically explores alternative dispute resolution by examining primary dispute resolution processes (restorative justice, mediation, negotiation, and arbitration) with a focus on the northern, Indigenous context. Students will have the opportunity to learn about and develop conflict management techniques through skill development exercises, guest speakers' stories and dialogues, and the discussion of topical readings on dispute resolution processes. Each unit of the course will include experiential components to teach students how to apply concepts in real situations. The course will tie together conflict resolution concepts from previous courses, including power and influence, intergovernmental relations, and human resources. From there, students will critically deconstruct the components of each conflict resolution process before engaging in experiential exercises. This approach will ensure students understand each conflict resolution process on a fundamental level. The goal of the course is to have students who can determine which process would be best suited for each conflict they might encounter in their life and workplace.

### PREREQUISITES

ENGL 100; and

FNGA 101; and

One of FNGA 209, FNGA 200, LEAD 292 or COMM 200

### RELATED COURSE REQUIREMENTS

Students who plan to participate from an off-campus location will require a computer with a stable internet connection. A headset with microphone is also recommended.

### EQUIVALENCY OR TRANSFERABILITY

This course is new/newly developed/recently re-developed, and its transferability is still being evaluated. Receiving institutions always determine course transferability. Further information and assistance with transfers may be available from the School of Applied Science and Management.

### LEARNING OUTCOMES

*Upon successful completion of the course, students will be able to...*

- Identify and explain restorative justice, mediation, negotiation and arbitration processes and their leading principles and concepts.

- Apply specific dispute resolution skills within the indigenous government and intergovernmental context.
- Be deliberate in applying preparation, critical analysis, fairness, dignity, and open-mindedness to manage the tension between different roles necessary in specific alternative dispute resolution processes.
- Reflect on and identify cross-cultural perspectives in dispute situations, particularly how indigenous perspectives interface with others.
- Select and justify an appropriate conflict resolution strategy based on a critical evaluation of a problem and its context.
- Recognize and respond to opportunities within conflict resolution processes to develop deeper understanding and improve relationships.

### **COURSE FORMAT**

Students will be expected to participate in class discussions about the readings and presentations by guest speakers. The course will also include role plays, group exercises and other participatory assignments to demonstrate conflict resolution concepts. Students will be expected to attend class well-prepared and having read all required materials in order to fully engage in the discussions and class exercises. Near the beginning of the course, students will begin working on a major project which may be presented in the course. Students may participate in classes via distance using web-based conferencing tools.

### **ASSESSMENTS:**

#### **Preparation & Active Participation**

All students are expected to attend class sessions and contribute to discussions, collaborative activities, and reflective exercises as engaged and active participants. Students are also required to prepare for class sessions by completing readings and other preparatory tasks in advance, as assigned by the instructor. Preparation and active participation are essential to the learning environment and account for 30% of the final mark in this course. A more detailed description of the participation grade breakdown will be provided in the first week of class.

#### **Assignments**

Students will complete an assignment for all but the first two major course units. Assignments will provide opportunities for students to apply and consolidate their understanding of the core components of the dispute resolution process(es) addressed in the unit, and critically assess the features that distinguish those processes from other forms of alternative dispute resolution (ADR). The assignments will include both critical and reflective components, with the goal that students will develop a critical understanding of both mechanics of various ADR processes and their suitability based on the broader context of the conflict. The six assignments will account for 40% of the final course grade.

#### **Final Project**

Students will apply both theoretical and practical components of the course to propose, describe, and justify an alternative dispute resolution (ADR) framework for a specific conflict resolution scenario relevant to an Indigenous Government 'client'. Scenarios could range from resolving workplace conflict to an ADR process for citizens under the Umbrella Final Agreement. The proposed ADR framework may be presented as a manual, poster, how-to video for the workplace, or other form agreed upon by the student and course instructor.

### Late Assignments

Late penalties will be in effect, except for lateness caused by documented medical reasons or if arrangements have been made with the instructor in advance of the due date. There are no exceptions. Penalties: 5% per day up to 7 days. Assignments are not accepted after 7 days except for documented medical reasons. There is no extension permitted for the final assignment. Seminar preparation sheets cannot be submitted late. They will not be accepted after they are due, without documented medical reasons; however, the lowest (1) one mark will be dropped from the final mark. In extenuating circumstances, students are expected to communicate their situation and needs to their instructor in a timely manner. The instructor and student will then co-determine alternative deadlines and expectations for completing assignments.

### EVALUATION:

Preparation & Active Participation	30%
Assignments	40%
Project	30%
Total	100%

### REQUIRED TEXTBOOKS AND MATERIAL

Students are not required to purchase a textbook. Selected readings will be provided by the instructor. A list of potential readings, resources, and guest speakers is provided below.

### ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

### PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources

which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

### YUKON FIRST NATIONS CORE COMPETENCY

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.ca/yfnccr).

### ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC): [lac@yukonu.ca](mailto:lac@yukonu.ca).

### TOPIC OUTLINE

<i>Week</i>	<i>Unit</i>	<i>Topic</i>
<i>Week 1</i>		Course Introduction
	Unit 1	Disputes and the Opportunity of Conflict
<i>Week 2</i> <i>Week 3</i>	Unit 2	Introduction to Alternative Dispute Resolution
<i>Week 4</i> <i>Week 5</i>	Unit 3	Restorative Justice
<i>Week 6</i> <i>Week 7</i>	Unit 4	Principles of Mediation
<i>Week 8</i>	Unit 5	Mediation in Practice
<i>Week 9</i> <i>Week 10</i>	Unit 6	Principles of Negotiation
<i>Week 11</i>	Unit 7	Negotiation in Practice
<i>Week 12</i>	Unit 8	Arbitration and Hybrid models of ADR
<i>Week 13</i>		Review and Presentations