

SAMPLE COURSE OUTLINE

Course Code, Number, and Title:

PCCN 2201: Transforming Conflicts: Negotiation to Nonviolent Revolution

Course Format:

[Course format may vary by instructor. The typical course format would be:]

Lecture 4 h + Seminar 0 h + Lab 0 h

Credits: 3

Transfer credit: For information, visit bctransferguide.ca

Course Description, Prerequisites, Corequisites:

PCCN 2201 will encourage students to explore the academic dimensions of peace building, presenting theoretical frameworks that critique and challenge war systems (hierarchical, competitive, reliant on structural violence). Creating peace system alternatives to war systems will be demonstrated through the teaching and developing of non-violent communication skills, integrative bargaining strategies, and exploring social movements.

Prerequisites: PCCN 1201 (POLI 1145) or PCCN 1202.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- demonstrate expertise in non-violent conflict transformation techniques and strategies;
- show enhanced critical reading and analysis skills;
- distinguish between conventional structures and institutions that contribute to conflict and the non-violent revisioning of these structures and institutions;
- recognize the structural antecedents to contemporary conflicts;
- describe and critically analyse the strategies and tactics of contemporary activist groups and organizations employing non-violence

Instructor(s): TBA

Office: TBA

Phone: 604 323 XXXX

Email: TBA

Office Hours: TBA

Textbook and Course Materials:

[Textbook selection may vary by instructor. An example of texts and course materials for this course might be:}

Lisa Schirch. "The Little Book of Strategic Peacebuilding". Intercourse, PA. Good Books.

John Paul Lederach. "The Little Book of Conflict Transformation". Intercourse, PA. Good Books.

Howard Clark. "People power: Unarmed Resistance and Global Solidarity". London. Pluto Press. Selected essays.

"Introduction to Conflict Resolution and Transformation Studies". Toronto. Pearson. Chapters 2, 3, 4, 5.

Note: This course may use an electronic (online) instructional resource that is located outside of Canada for mandatory graded class work. You may be required to enter personal information, such as your name and email address, to log in to this resource. This means that your personal information could be stored on servers located outside of Canada and may be accessed by U.S. authorities, subject to federal laws. Where possible, you may log in with an email pseudonym as long as you provide the pseudonym to me so I can identify you when reviewing your class work.

Assessments and Weighting:

Final Exam 25%

Other Assessments %

(An example of other assessments might be:) %

Assignments: 40%

Project: 20%

Participation: 15%

Additional Information:

Number of assignments: 2

Participation format: In class exercises and role-plays

Number and type of writing assignments: Readings journal based on assigned readings: case study analysis based on independent research presented in a formal research essay

Proportion of individual and group work:

Individual: 85%

Group: 15%

This generic outline is for planning purposes only.

Grading System: Letter grade

Specific grading schemes will be detailed in each course section outline.

Passing grade: D

Topics Covered:

[Topics covered may vary by instructor. An example of topics covered might be:]

Syllabus

Section One: Understanding Conflict and non-violence

Week One: What is Conflict?

These opening readings engage with the central question in Peace and Conflict Studies: the nature of conflict. The discipline does not aim to end conflict; this week discusses the value of conflict, and the necessity to move from a position of seeking to end/avoid conflict, to seeing conflict as inherently productive and full of possibility—to move to a goal of conflict transformation. Students will be introduced to key concepts such as integrative bargaining, variable-sum versus zero-sum problems, and structural inequality as a major source of conflict today.

Readings: Lisa Schirch, *The Little Book of Strategic Peace-Building*, pp 5-24; Howard Clark, *People Power: Unarmed Resistance and Global Solidarity*, pp 1-20; *Introduction to Conflict Resolution and Transformation Studies*, Chapter 2.

Week Two: The Choice of Non-violence: how does it matter?

This week we turn our attention more exclusively to looking at non-violent conflict transformation. A conscious choice to engage in non-violent conflict transformation comes from many sources, as we will discover. Our investigation this week highlights the way that privileging non-violent strategies of integrative bargaining, collaborative conflict resolution and non-violent civilian resistance shape responses to conflict.

Readings: J Galtung, "Non-violence: More than the absence of Violence,"

Lisa Schirch, *The Little Book of Strategic Peacebuilding*, pp 25-34

Week Three: Understanding non-violent approaches to Conflict Resolution

Non-violence is an approach that those involved in conflict adopt as a consequence of moral or strategic reflection. Non-violence demands discipline and a specific set of conflict resolution tools which we begin to explore in these readings. Non-violent conflict resolution assumes a conviction on the part of participants to uphold the values of social justice and equality; to work within a peace system rather than endorsing, supporting, and reiterating a war system. Students will examine the prerequisites for peacebuilding and non-violent conflict resolution.

Readings: Lisa Schirch, *The Little Book of Strategic Peacebuilding*, pp 35-62; JP Lederach, "JustPeace: The Challenge of the 21st Century," "Peace Studies, Overview," J Galtung.

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Week Four: Building transnational alliances to support peacebuilding

A major component of peacebuilding, non-violent social transformation, and social justice work more broadly is the work of creating transnational alliances to support those on the front lines of non-violent campaigns. We will look at several different examples of movements in which non-violent social change has been pursued, and the ways in which these movements have built such connections.

Readings: Cynthia Cockburn, "Women in Black: the stony path to 'solidarity'", Stellan Vinthagen "Global movements and local struggles: The case of World Social Forum" in Howard Clark, People Power.

Week Five: Understanding Collaborative non-violent strategies: examples in practice

Non-violence carries with it its own tools and strategies. This week we begin to explore these tactics more specifically, as well as expanding our understanding of when and how these techniques have been used in international and interpersonal contexts.

Readings: Danijela Nenadić and Nenad Belčević "Serbia–Nonviolent struggle for democracy: The role of Otpor" and Ivana Franović, "Serbia eight years after" in Howard Clark, People Power

Weeks Six and Seven: Challenges to Peacebuilding

In this two-week unit, we look at some of the main barriers and challenges to peacebuilding and nonviolent conflict resolution. We will look at the ways in which international interventions can create further dilemmas. Joint interventions with UN peacekeepers, foreign trainers and advisors, overseas financing, and the role of international institutions will be considered.

Readings: Jergen Johansen, "External financing of opposition movements," and George Lakey, "Nonviolence training and charges of Western imperialism" in Howard Clark, People Power

Case Study analysis DUE

Section Two: Making it Real: Negotiation and Non-Violent Revolution

Week Eight: Non-violent communication

An essential tool of non-violent conflict transformation is acquiring the language and frameworks that enable mutually respectful dialogue, even in contexts of high conflict. This week introduces the basic features of non-violent communication, including open-ended (elicitive) questioning and reframing. In class exercises will demonstrate these strategies and provide an opportunity for practice.

Readings: J.P. Lederach, The Little Book of Conflict Transformation; Introduction to Conflict Resolution and Transformation Studies, Ch 5.

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Weeks Nine and Ten: Integrative Bargaining: Moving from Positions to Interests

The ability to move beyond one's own point of view, to establish a common goal in the midst of conflict, is essential for successful collaborative conflict transformation. In this two-week unit we will practice the skill of moving from positions to interests.

Readings: Introduction to Conflict Resolution and Transformation Studies, Ch 3 and 4

Week Eleven: Understanding the power of social movements

We have spent several weeks looking at transforming conflicts from within institutions and organizations: negotiation. When this is unsuccessful, when the conflict is too broad to be dealt with through negotiation, the power of popular protest can be exercised. This week sheds light on the ability of social movements to transform societies that are mired in conflict.

Readings: People, Peace, and Power: Conflict Transformation in Action

Week Twelve: Non-violence as a strategy

The use of non-violence as a strategy for social change has a long history, albeit one that we rarely openly acknowledge. Most non-violent social revolutions have followed a clear if flexible script. This week we look at the strategy of non-violence, deployed by mass social movements to elicit change.

Readings: "Introduction" and "Afterword" in Howard Clark, People Power: Unarmed Resistance and Global Solidarity.

As a student at Langara, you are responsible for familiarizing yourself and complying with the following policies:

College Policies:

[E1003 - Student Code of Conduct](#)

[F1004 - Code of Academic Conduct](#)

[E2008 - Academic Standing - Academic Probation and Academic Suspension](#)

[E2006 - Appeal of Final Grade](#)

[F1002 - Concerns about Instruction](#)

[E2011 - Withdrawal from Courses](#)

Departmental/Course Policies:

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