

EDUCATION 390-4 CONFLICT AND CONFLICT RESOLUTION IN SCHOOLS

One of the most compelling reasons for studying conflict is to learn how we might improve the ways in which we respond to it. Conflict resolution skills are life skills, a reality which is increasingly being recognized as these skills are included in K - 12 school curricula. Examining sources of conflict and how we behave in conflict will lead to insights as to how we might prevent unnecessary conflicts and how we might better handle the conflicts which we can't prevent.

The goals of this course are:

(1) To introduce you to the basic terminology and basic concepts used in the study of conflict and conflict resolution.

(2) To introduce you to specific skills and knowledge which will help you handle your own conflicts more constructively and allow you to be more helpful to others who are in conflict.

(3) To encourage you to explore how the knowledge emerging from the study of conflict and conflict resolution is currently being and can further be integrated into the school environment.

PREREQUISITE: 60 credit hours.

REQUIRED TEXTS:

Hocker, Joyce L. & William W. Wilmot, *Interpersonal Conflict*. (4th ed.) 1995.

Isaac, Dorothy. *Learning for Life: Conflict Resolution in Canadian Schools*. 1991.

Thomas, K.W. & R.H. Kilmann. *Thomas-Kilman Conflict Mode Instrument*. 1994.

COURSE REQUIREMENTS:

Four unit essays 50%

Major Project 30%

Course Journal 20%

SUPPLEMENTARY FEES:

Course Materials & Service Fee \$30

Deposit for Additional Materials \$80

EDUCATION 390-4 CONFLICT AND CONFLICT RESOLUTION IN SCHOOLS

One of the most compelling reasons for studying conflict is to learn how we might improve the ways in which we respond to it. Conflict resolution skills are life skills, a reality which is increasingly being recognized as these skills are included in K - 12 school curricula. Examining sources of conflict and how we behave in conflict will lead to insights as to how we might prevent unnecessary conflicts and how we might better handle the conflicts which we can't prevent.

The goals of this course are:

(1) To introduce you to the basic terminology and basic concepts used in the study of conflict and conflict resolution.

(2) To introduce you to specific skills and knowledge which will help you handle your own conflicts more constructively and allow you to be more helpful to others who are in conflict.

(3) To encourage you to explore how the knowledge emerging from the study of conflict and conflict resolution is currently being and can further be integrated into the school environment.

PREREQUISITE: 60 credit hours.

REQUIRED TEXTS:

Hocker, Joyce L. & William W. Wilmot, *Interpersonal Conflict*. (4th ed.) 1995.

Isaac, Dorothy. *Learning for Life: Conflict Resolution in Canadian Schools*. 1991.

Thomas, K.W. & R.H. Kilmann. *Thomas-Kilman Conflict Mode Instrument*. 1994.

COURSE REQUIREMENTS:

Four unit essays	50%
Major Project	30%
Course Journal	20%

SUPPLEMENTARY FEES:

Course Materials & Service Fee	\$30
Deposit for Additional Materials	\$80

03/06/96

COURSE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES WITHOUT NOTICE.

EDUCATION 390-4 CONFLICT AND CONFLICT RESOLUTION IN SCHOOLS

One of the most compelling reasons for studying conflict is to learn how we might improve the ways in which we respond to it. Conflict resolution skills are life skills, a reality which is increasingly being recognized as these skills are included in K - 12 school curricula. Examining sources of conflict and how we behave in conflict will lead to insights as to how we might prevent unnecessary conflicts and how we might better handle the conflicts which we can't prevent.

The goals of this course are:

(1) To introduce you to the basic terminology and basic concepts used in the study of conflict and conflict resolution.

(2) To introduce you to specific skills and knowledge which will help you handle your own conflicts more constructively and allow you to be more helpful to others who are in conflict.

(3) To encourage you to explore how the knowledge emerging from the study of conflict and conflict resolution is currently being and can further be integrated into the school environment.

PREREQUISITE: 60 credit hours.

REQUIRED TEXTS:

Hocker, Joyce L. & William W. Wilmot, *Interpersonal Conflict*. (4th ed.) 1995.

Isaac, Dorothy. *Learning for Life: Conflict Resolution in Canadian Schools*. 1991.

Thomas, K.W. & R.H. Kilmann. *Thomas-Kilman Conflict Mode Instrument*. 1994.

COURSE REQUIREMENTS:

Four unit essays	40%
Major Project	40%
Course Journal	20%

EDUCATION 390-4 CONFLICT AND CONFLICT RESOLUTION IN SCHOOLS

One of the most compelling reasons for studying conflict is to learn how we might improve the ways in which we respond to it. Conflict resolution skills are life skills, a reality which is increasingly being recognized as these skills are included in K - 12 school curricula. Examining sources of conflict and how we behave in conflict will lead to insights as to how we might prevent unnecessary conflicts and how we might better handle the conflicts which we can't prevent.

The goals of this course are:

- (1) To introduce you to the basic terminology and basic concepts used in the study of conflict and conflict resolution.
- (2) To introduce you to specific skills and knowledge which will help you handle your own conflicts more constructively and allow you to be more helpful to others who are in conflict.
- (3) To encourage you to explore how the knowledge emerging from the study of conflict and conflict resolution is currently being and can further be integrated into the school environment.

PREREQUISITE: 60 credit hours.

REQUIRED TEXTS:

Hocker, Joyce L. & William W. Wilmot, *Interpersonal Conflict*. (4th ed.) 1994.
Isaac, Dorothy. *Learning for Life: Conflict Resolution in Canadian Schools*. 1991.
Thomas, K.W. & R.H. Kilmann. *Thomas-Kilman Conflict Mode Instrument*. 1994.

COURSE REQUIREMENTS:

Four unit essays	40%
Major Project	40%
Course Journal	20%

06/28/94

COURSE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES WITHOUT NOTICE.

EDUCATION 390-4 CONFLICT AND CONFLICT RESOLUTION IN SCHOOLS

One of the most compelling reasons for studying conflict is to learn how we might improve the ways in which we respond to it. Conflict resolution skills are life skills, a reality which is increasingly being recognized as these skills are included in K - 12 school curricula. Examining sources of conflict and how we behave in conflict will lead to insights as to how we might prevent unnecessary conflicts and how we might better handle the conflicts which we can't prevent.

The goals of this course are:

(1) To introduce you to the basic terminology and basic concepts used in the study of conflict and conflict resolution.

(2) To introduce you to specific skills and knowledge which will help you handle your own conflicts more constructively and allow you to be more helpful to others who are in conflict.

(3) To encourage you to explore how the knowledge emerging from the study of conflict and conflict resolution is currently being and can further be integrated into the school environment.

PREREQUISITE: 60 credit hours.

REQUIRED TEXTS:

Hocker, Joyce L. & William W. Wilmot, *Interpersonal Conflict*. 1991.

Isaac, Dorothy. *Learning for Life: Conflict Resolution in Canadian Schools*. 1991.

COURSE REQUIREMENTS:

Four unit essays	40%
Major Project	40%
Course Journal	20%