



Center for International Programs and Sustainability Studies

Course name: Creative Conflict Resolution and Gender

Course Code: COMM 3070

Total contact hours: 48

Requisites: None

DESCRIPTION

The course uses transformative mediation, as well as their respective methodologies, in order to equip the student with the tools in conflict mediation processes and has the ability to mediate a conflict between two or more parties.

Students must perform an analysis and simulation of cases where they could have intervened with a mediation process.

AUDIENCE

This course is structured for international students attending the Study Abroad Program at VERITAS LCI Education university campus. However, courses are not exclusive to foreigners so local degree-seeking students may enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelor's in Sustainability Management or Business Administration programs.

This is a theoretical-practical course and explores/responds to the following inquiry according to the professional/disciplinary profile:

How to use transformative mediation for conflict resolution processes?

In order to respond this question, we will study the following **generative topics**:

- Restorative justice.
- Studies of Alternate Conflict Resolution Centers.
- Concept of Neutrality.
- Introduction to Transformative Mediation.
- Processes of Transformative Mediation.
- Practice of Transformative Mediation.
- Comparison between mediation processes.
- Case study to reconcile the conflict.

Along the course, the following **skills** will be fostered:

- Ability to analyze the type of case to be reconciled.
- Ability to demonstrate fairness in the cases that correspond to act as mediator.

Among the **values and attitudes** that will be promoted among students are the following:

- Respect.
- Tolerance.
- Responsibility.
- Empathy.
- Neutrality.
- Assertive communication.
- Active listening.

COMPETENCIES, CRITERIA AND EVIDENCE

The competences for the Veritas University are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability and ethical

commitment, integrating the know-how, the know-how and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competences, linked to their criteria and evidence of performance for this course.

Type of Competencies	Performance criteria (Sub-competences)	Learning Assessments
Discipline Apply Transformative Mediation for conflict resolution, according to the parameters of the model.	Build an adequate environment for the transformative mediation of conflicts.	Round tables Simulation of cases
	Apply assertive communication in accordance with the due process of conflict mediation	I study resolved cases Thematic discussion Participatory workshop on regulatory frameworks and their practical application
	Demonstrates the ability of transformative Mediator according to the needs of the conflict.	Simulation of mediations
General		
Integrates the knowledge, skills and attitudes necessary to learn continuously throughout life considering the effective development in the knowledge society.	Learn to learn	Study cases

Develop the knowledge, skills and attitudes necessary to learn to communicate orally and in writing in the different disciplinary areas that make up the curriculum.	Communicate disciplinary thoughts orally and in writing.	Thematic discussion register
Integrate the knowledge, skills and attitudes necessary to learn the techniques of teamwork and leadership.	Work in a team and leadership.	Collaborative work record
Integrates the knowledge, skills and attitudes necessary to learn interpersonal communication techniques.	Connect well with others. Manage and resolve conflicts. Negotiate knowing how to inspire confidence and empathy. Speak responsibly Listen in depth	Research Presentation Participatory workshop on regulatory frameworks and their practical application

COURSE CONTENT

Topic 1. Workshop Self-esteem, Communication, Cooperation and Creative response to conflicts.

Topic 2. Analysis of the concepts of Violence and Nonviolence.

Topic 3. Restorative justice.

a) Study of the concept and origin.

- b) Case studies of Restorative Justice.

Topic 4. Studies of Alternate Conflict Resolution Centers (RAC).

- a) Origin of the RAC Centers.
- b) Importance of RAC Centers.
- c) Study of the National Legislation on RAC Centers.

Topic 5. Neutrality concept.

- a) Regulations of the Mediation processes.
- b) Analysis of the Neutrality Concept and its importance within the Mediation process.

Topic 6. Origins of Transformative Mediation.

- a) Introduction to Transformative Mediation.
- b) Why Transformative Mediation as a process of conflict conciliation?

Topic 7. Processes of Transformative Mediation.

- a) Understand the importance of communication, cooperation and validation of feelings between the parties, to be able to successfully carry out the mediation process.
- b) Study and understand the process of transformative mediation.

Topic 8. Practice of Transformative Mediation.

- a) Case practice.

Topic 9. Comparison between mediation processes.

- a) Pros and Cons of conflict reconciliation models.

Topic 10. Presentation of a case for the mediation of a conflict.

- a) A case will be presented in which the student must choose which method to use in order to reconcile the conflict.

METHODOLOGY

This course implements the Alternatives Violences Project to study the Transformative Mediation conflict conciliation model. The students manage to deepen methodologically in the process of conciliation of conflicts through the study and practice of said process.

The role of the teacher is to mediate, facilitate and guide the teaching and learning process, allowing the construction and self-regulation of learning by students.

This methodology is supported epistemically in the learning model by comprehensive competences and promotes communication, understanding, mediation and negotiation skills, through participatory workshops to solve problems and practical cases.

EDUCATIONAL RESOURCES

Among the didactic resources that will be used in the course, the following are cited:

Bibliographic resources that are available both in the library of the institution, and on the internet to perform documentary research and multimedia equipment. The student must have extra class time to do the final work and take advantage of the theoretical classes to attend the teaching orientations and solve the doubts. The University provides the facility of free access to the Internet and the use of computers.

The student will be able to make use during the hours of independent work of the library of the institution, of the study rooms or of the computer labs, as well as of any other areas that he / she decides in the campus of the University, since it is counted with wireless Internet and free to use for all students, teachers and administrators.

LEARNING EVALUATION

In order to make the course or program better competencies-based evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource, and the details will be provided in **CANVAS LMS**. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

RUBRIC	PERCENTAGE
Resolution of three cases (15% each) <ul style="list-style-type: none"> ○ Successfully solve three cases using Transformative Mediation 	45%
Mind maps (12.5% each). <ul style="list-style-type: none"> ○ Two readings are assigned. 	25%
Round table	30%
TOTAL	100%

LEARNING STRATEGIES

The following learning strategies will be developed:

1. The resolution of practical cases:

The case study consists in providing a series of descriptions of a concrete situation that may be real or hypothetical but constructed with characteristics analogous to those presented in reality with clear purposes, presented through a written material, allowing the participants to pose divergent problems in principle. that do not have a single solution, followed by generating solutions.

The case method promotes in the students three basic aspects: knowledge management, reflective practice and adaptation to changes. With knowledge management, students are expected to acquire the strategies and techniques that allow them to learn by themselves: this implies the awareness of the assimilation, reflection and internalization of knowledge

so that, finally, it can value and deepen from a personal option. Four cases will be evaluated, each with a value of 15% for a total value of 45%.

2. Synoptic table:

A round table on the Pros and Cons of the conciliation process and compare with other models, this will help the student to better understand the why of the proposal of the transformative mediation.

The Synoptic table will be a tool to demonstrate analysis and reasoning ability. It will analyze sustainability problems in different industries, taken actions, projects in process, the participants' statues, etc.

3. Mind maps:

Creating a mind map in groups is evidence of performance that integrates the required knowledge, skills, and abilities to learn continuously and to generate information collaboratively. It develops competencies related to writing communication, critical thinking, idea association, and responsible, relevant, and timely participation. Each mind map is worth 5%

ATTENDANCE

Regarding classes:

1. Students are only allowed a two (2) **non-consecutive (back-to-back) class absences**. A student shall fail the course if more than two absences are registered by the professor. Administration does not control attendance.
2. Three **late arrivals** to class (arrival after the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.

3. In the case of an **absence from any assignment evaluated in class** (presentations, evaluations, field trips, etc.) a student will be given a grade of zero unless an official document is presented within **one week** of the absence.
4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

Regarding field trips:

5. An unjustified **absence on a field trip** will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained upon presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.
6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and to avoid losing points, students shall be able to opt for carrying out a research assignment.

CODE OF CONDUCT

Professors have the right to expel a student from the classroom should he / she/ they:

1. Be disruptive in the classroom.
2. Behave in a disrespectful way.
3. Be under the influence of alcohol.
4. Be under the influence of any illegal drug.
5. Shows hygiene or odor problems that may disturb other students.

ELECTRONIC DEVICES

The use of cell phones, smartphones, or other mobile communication devices is disruptive and is therefore prohibited during class. **Please turn all devices OFF and put them away** when class begins. Devices may be used only when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period. Using devices while the professor or other peers are lecturing, or presenting is perceived as a lack of interest and disrespectful.

STUDY ABROAD PROGRAM POLICIES

The student must comply with the provisions of the Study Abroad Program Policies available on the Canvas/Omnivox platform.

BIBLIOGRAPHY

Moore, C. W. (2014). *The mediation process: Practical strategies for resolving conflict*. John Wiley & Sons.

Zehr, H. (2015). *The little book of restorative justice: revised and updated*. Skyhorse Publishing, Inc.

Van Ness, D. W., & Strong, K. H. (2014). *Restoring justice: An introduction to restorative justice*. Routledge.

Menkel-Meadow, C. J., & Porter-Love, L. (2014). *Mediation: Practice, policy, and ethics*. Wolters Kluwer Law & Business.

Johnstone, G. (2013). *Restorative justice: Ideas, values, debates*. Routledge.

Bush, R. A. B., & Folger, J. P. (2012). *Mediation and social justice: Risks and opportunities*. *Ohio St. J. on Disp. Resol.*, 27, 1.

Gallegos, A. M. A. (2017). La Resolución Alternativa de Conflictos en el Marco de los Derechos Humanos. *Temas de Nuestra América. Revista de Estudios Latinoamericanos*, 13(27), 41-52.

CHRONOGRAM

Semana	Sub-competencia	Contenido	Estrategias de Enseñanza
1	Build an adequate environment for the transformative mediation of conflicts.	Topic 1. Workshop Self-esteem, Communication, Cooperation and Creative response to conflicts.	
2		Topic 2. Analysis of the concepts of Violence and Nonviolence	Mind map
3		Topic 2. Analysis of the concepts of Violence and Nonviolence	Mind map
4		Topic 3. Restorative justice.	Master Classes / Round table
5		Topic 4. Studies of Alternate Conflict Resolution Centers (RAC).	Master Classes / Round table Analysis of Conflict Resolution Centers (RAC)
6		Apply assertive communication in accordance	Topic 4. Studies of Alternate Conflict Resolution Centers (RAC).

	with the due		(RAC)
7	process of conflict	Topic 5. Neutrality concept.	Master Classes Group discussion
8	mediation	Topic 6. Origins of Transformative Mediation.	Master Classes Mind map
9		Topic 7. Processes of Transformative Mediation	Mind map
10		Topic 7. Processes of Transformative Mediation	Mind map Round table
11	Demonstrates	Topic 8. Practice of Transformative Mediation.	Resolution of Case Studies
12	the ability of transformative	Topic 8. Practice of Transformative Mediation.	Resolution of Case Studies
13	Mediator according to the needs of the	Topic 9. Comparison between mediation processes	Master Classes Round table
14	conflict.	Topic 10. Presentation of a case to reconcile the conflict.	Resolution of Case Studies
15		Topic 10. Presentation of a case to reconcile the conflict.	Resolution of Case Studies