

COURSE IMPLEMENTATION DATE: [September 1998]
 COURSE REVISED IMPLEMENTATION DATE: [September 2004]
 COURSE TO BE REVIEWED: [September 2008]
 (Four years after implementation date)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT:	Philosophy & Politics	
PHIL 305	n/a	3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
Philosophy of Decision Making and Dispute Resolution		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

Complex decisions and dispute resolution tax our reasoning skills to the limit and challenge our hopes and beliefs. This course reflects critically on the philosophical principles behind different models of decision making and dispute resolution currently in use in law, business, and social settings. It enables students to make informed judgements about how suitable these models are for their own professional and personal contexts.

PREREQUISITES: **60 credits of university-level course work. PHIL 100 and/or 110 recommended.**
 COREQUISITES: **None.**

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: _____ (Course #)	_____
(b) Cannot take: _____ For further credit. (Course #)	_____
	(Department/Program)
	(Department/Program)

TOTAL HOURS PER TERM: 45	TRAINING DAY-BASED INSTRUCTION	
STRUCTURE OF HOURS	LENGTH OF COURSE: _____	
Lectures: _____ Hrs	HOURS PER DAY: _____	
Seminar: 45 Hrs		
Laboratory: _____ Hrs		
Field Experience: _____ Hrs		
Student Directed Learning: _____ Hrs		
Other (Specify): _____ Hrs		

MAXIMUM ENROLLMENT:	30
EXPECTED FREQUENCY OF COURSE OFFERINGS:	Once every year
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input type="checkbox"/> Yes <input type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): _____ Moira Gutteridge Kloster	Chairperson: _____ (Curriculum Committee)
Department Head: _____ Glen Baier	Dean: _____ Virginia Cooke
PAC Approval in Principle Date: _____	PAC Final Approval Date: December 03, 2003

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

1. To develop methods of assessing philosophical aspects of various dispute resolution and decision-making models. The philosophical aspects will include metaphysical assumptions, ethical principles, political ideologies, logical and epistemological standards.
2. To use philosophical assessment methods to examine critically how well the philosophical assumptions of these models fit with the contexts in which they are actually used. Models may include adversarial models, such as the legal system, authority-based models such as top-down management in businesses and use of expert systems, peer mediation/negotiation models such as ADR, and consensual models such as the Delphi method and sentencing circles.
3. To investigate current controversies about dispute-resolution and decision-making methods and draw on philosophical analysis to make recommendations for progress.
4. To consider the implications of this critical examination for dispute resolution or decision making practices within the students' own careers, fields of study, and social contexts.

METHODS:

The method of the course is for students to research different dispute resolution and decision making methods as they are actually used. They may use observation, interviews, or role plays to experience some of the differences between methods. Through seminar discussion, essays, or projects, they will analyse the underlying philosophy of each method and critically reflect on the compatibility between the philosophy of the method and the context in which it is used.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR

 Yes

 No
METHODS OF OBTAINING PLAR:

Challenge exam.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

An example would be a coursepack of readings including excerpts from texts such as James Schellenberg, *Conflict Resolution Theory Research and Practice*, Robert Baruch Bush and Joseph Folger, *The Promise of Mediation*, Dennis Sandole & H. Van Der Merwe, eds, *Conflict Resolution Theory and Practice: Integration and Application*, Jonathan Baron, *Thinking and Deciding*, Michele Duryea, *Conflict and Culture*, and *World Philosophy*, H.G. Blocker.

SUPPLIES / MATERIALS:

None.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Participation (short research/practice assignments)	10%
Assignment on individual decision-making methods	20%
Assignment on group decision-making process	20%
Assignment on dispute resolution process	10%
Major research paper/project	40%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- Week 1** **The flavour of the course:** How philosophy helps untangle the controversial issues that arise in decision-making and dispute resolution.
- Week 2** **Individual decision-making 1:** Free-will and decision-making. How much control do you have, and how much should you have?
- Week 3** **Individual decision-making 2:** Autonomy - unsupported versus supported decision-making processes. When and why do we need systems, advisors or experts?
- Week 4** **Individual decision-making 3:** (a) Epistemology - The challenges of gathering evidence - what kind do we need, how much of it do we need, and why do we need it? (b) Logic - What are the pitfalls in trying to reason well?
- Week 5** **Shared decision-making 1:** Ethics in group decision-making. What's fair? How important is consensus? Issues of voluntary versus involuntary participation.
- Week 6** **Shared decision-making 2:** Logic cont. Choosing the right group process for the situation – how do different discussion formats affect reasoning?
- Week 7** **Shared decision-making 3:** Metaphysics Dealing with deep disagreements - professional, cultural and philosophical differences
- Week 8** **Dispute resolution 1:** Models of justice and their effects on procedure. What do we expect from dispute resolution?
- Week 9** **Dispute resolution 2:** Authority - the construction of specific roles to shape the nature and acceptability of dispute resolution
- Week 10** **Dispute resolution 3:** Philosophical audit - intro: meet four key objectives of (a) respect for different belief systems, (b) respect for different values (c) use of appropriate authority, and (d) enabling good reasoning
- Week 11** **Dispute resolution 4: two-party processes (negotiations):** Power – when do we need a level playing field for negotiations, and how can we get one?
- Week 12** **Dispute resolution 5: third-party involvement:** Neutrality, conflict of interest, and their related problems What happens to processes and expectations when additional parties are invited in or imposed on the process
- Week 13** **Systems design:** Philosophical audit - application. Setting up a good system by using four philosophical criteria to assess or improve actual processes
- Week 14** Appointments available for consultation on individual topics/projects.