COURSE SYLLABUS

COURSE: CONFLICT, POWER AND COMMUNICATION

COURSE INFORMATION	
Program	**Empowering Community Engagement: Soft Skills Micro-Courses for Students and Staff**
University	**Çukurova University, EUPeace (Alliance-wide)**
Department	**Interdisciplinary**
Course name	**Conflict, Power and Communication**
Course code	**ECE1.1**
Credits/hours	**Non-credit micro course – 3 hours total**
Language of instruction	**English**
Course coordinator	**Bengisu Gorgun** bengisugorgun@gmail.com
Course instructor(s)	**İsmail Elçiçek, İlke Şanlıer**
Contact details	ilkesanlier@gmail.com

SHORT DESCRIPTION

This short, asynchronous online course introduces conflict as a social phenomenon shaped by power relations, inequality, and communication practices. Participants will distinguish interpersonal dis-agreement from conflict dynamics embedded in institutional structures, and identify how authority, norms, and unequal access to voice shape everyday situations of tension. Through concise input units and guided individual reflection tasks, learners will analyse conflict scenarios, reflect on their own positionality, and apply principles of ethical and conflict-sensitive communication. In doing so, the

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course prepares students to engage more effectively with diverse communities by strengthening critical awareness and responsible interaction—key competences for participation in community-based initiatives such as Living Labs and societal dialogue formats. The course is suitable for undergraduate and graduate students from all disciplines and requires no prior knowledge.

LEARNING OUTCOMES

After completing this course, students will be able to:

- Identify how power, hierarchy and inequality shape conflict situations
- Recognise the role of communication in sustaining or challenging dominance
- Reflect critically on their own position and responsibilities in conflict contexts
- Evaluate possible courses of action, including deliberate non-action, against their effects on those least able to absorb the cost

SOFT SKILLS DEVELOPED

This course develops foundational soft skills for conflict-sensitive civic and social engagement. Students will strengthen their ability to:

- Critically interpret conflict dynamics, including structural and institutional dimensions of power
- Reflect on positionality, acknowledging how one's own role, perspective and authority affect conflict situations
- Develop ethical communication awareness, recognising how voice, silence and interpretation can reproduce or challenge exclusion

COURSE CONTENTS

Unit	Activity type	Content focus	Time	Soft skill developed
Unit 0	Micro-introduction video	Course scope, expectations, soft skills focus	5 min	Learning self-regulation
	Self-check quiz	Baseline awareness of conflict and power	10 min	
Unit 1	Mini-lecture video	Conflict as a social phenomenon shaped by power and inequality	15 min	Critical conflict awareness
	Concept spotlight	Hierarchy, norms, institutional authority	10 min	
	Guided micro-task	Scenario recognition task with tick-box and short prompts	20 min	
Unit 2	Mini-lecture video	Communication, escalation, voice and silence	20 min	Ethical communication awareness
	Micro-tool exercise	Voice and silence mapping using a template	15 min	
	Individual annotation	Identifying exclusion or dominance in a short exchange	15 min	
Unit 3	Mini-lecture video	Positionality, responsibility and the limits of neutrality	15 min	Reflexive positionality
	Guided checklist	Self-location within power relations	15 min	
	Short written task	Responsibility note (80–100 words max)	15 min	
Unit 4	Mini-lecture video	Conflict-sensitive options and ethical awareness	10 min	Conflict-sensitive reasoning
	Scenario decision check	Multiple-choice responses with justification	10 min	
	Wrap-up prompt	Key takeaway and future awareness	5 min	
Conclusion	Final quiz	Ten multiple-choice questions drawn from the four units; the basis on which the certificate is issued	10 min	Consolidation across the four units

Student working hours (total 3 hours)

- Video lectures: 65 min
- Reading (concept spotlight): 10 min
- Individual tasks and reflections: 80 min
- Self-check quizzes and wrap-up activities: 25 min

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TEACHING METHODOLOGY

The course is delivered fully online and asynchronously. Teaching activities include:

- Short pre-recorded video lectures
- Individual guided reflection prompts
- Short self-assessment questions

All activities are completed individually. No collaborative or synchronous components are included. The course is open through guest access and is taken at the participant's own pace. No instructor is present in the course, and no work is submitted, read or returned.

Student working hours

Video lectures: 1 hour

Individual reflection and self-assessment: 1 hour

Readings and self-study: 1 hour

ASSESSMENT AND GRADING

This course is non-graded. Nothing is submitted, no work is read or returned, and individual progress is not recorded, because the course is open through guest access.
Completion means watching the five unit videos, attempting both self-check quizzes, working through the five reflection tasks and comparing each one with the sample response provided, and passing the final quiz.
The certificate is issued on the basis of the final quiz, which has ten multiple-choice questions drawn from all four units. The pass mark is five out of ten, and the quiz may be taken more than once.

Additional notes

The use of AI tools is permitted for comprehension and reflection support, provided the work you do remains your own.

STUDENT WORKLOAD (in hours)

Contact hours	Autonomous work	Overall
0	3	3

READING LIST / RELEVANT REFERENCES

Core Theoretical Excerpts:

- **Foucault, M. (1980). *Power/Knowledge: Selected Interviews and Other Writings*.**
  - *Open Access Resource:* Available via Internet Archive Digital Library.

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- Link to Resource (Focus on: “The Subject and Power”)

- **Freire, P. (1970). *Pedagogy of the Oppressed*.**
  - *Open Access Resource:* Full text provided by the Federation of American Scientists (FAS) / Princeton educational repository.
  - Link to Resource (Focus on: Chapter 2, “The Banking Concept of Education”, pp. 70-86)
- **Galtung, J. (1980). *Violence, Peace, and Peace Research***
  - *Open Access Resource:* Condensed conceptual framework and manual available via GSDRC.
  - Link to Resource

Practical & Methodological Frameworks:

- **CDA Collaborative Learning Projects (2016). *Do No Harm Workshop Guide*.**
  - *Open Access Resource:* Official practitioner manual for conflict-sensitive communication.
  - Link to Resource
- **UNITAR (United Nations Institute for Training and Research). *Conflict Analysis Frameworks*.**
  - *Open Access Resource:* Publicly available training modules for community engagement.
  - Link to Resource