

INTERPERSONAL CONFLICT ANALYSIS AND RESOLUTION

CONF 320, SECTION 1–FALL 2013

WEDNESDAYS 4:30-7:10 PM, ROBINSON HALL B105

INSTRUCTOR:

Professor: Pamela Struss, Ph.D

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Email: pstruss@gmu.edu

Office Hours: Wednesdays 3:00-4:00P or by appointment

Office Hours Location: Johnson Center Lower Level-Jazzman's Coffee Shop or by appointment in SCAR Modular Rm 117

Course Description

GMU Course Catalog description: "320 Interpersonal Conflict Analysis and Resolution. Covers conflict at micro level, introducing theories drawn from various disciplines including psychology, anthropology, and conflict resolution. Uses readings, case studies, and role plays to develop ability to analyze and intervene in interpersonal conflicts. Also prepares for further course work for interpersonal conflict concentration.

Prerequisites:

CONF 101 and 210 or permission of instructor".

Reviewing and building upon the topics learned in CONF 101 and 210, this course explores interpersonal conflict; conflict with family, friends, acquaintances, co-worker, and authority figures. It will analyze sources, conflict styles and practice resolution techniques. This course will use experiential learning tools (videos, role plays, speakers, etc... to enhance your understanding of theories, frameworks, and models used in CAR. Because this class uses experiential learning, you must attend and participate in class. Experiential learning provides "hands on" experience to help you learn how to use these skills. You will have the opportunity to meet and hear practitioners discuss their experiences and gain insight how theory meets practice. You will be able to try different roles either as a party, mediator, facilitator, negotiator, or observer based on simulated scenarios (e.g. simulated conflicts, which may have similarities to real conflicts).

Interpersonal and small group will be presented. Interpersonal and small group conflicts along with their practice are building blocks for practicing conflict resolution in larger and more complex social conflicts. While students will learn and practice several conflict resolution process models and roles, the goal is not to be fully trained as mediators or facilitators, although this course will be an excellent introduction should students decide to pursue further training or credentialing in such areas.

Course Objectives

As a conflict resolution student and CONF 320 you will:

- Develop and enhance information sharing skills which enable you to communicate accurately and clearly
- Develop an appreciation and understanding of the dynamic relationship between interpersonal conflict, its analysis and resolution.
- Gain insight into your own communication and conflict management style; importantly how it impacts others
- Understand how culture, gender, power, and ethics affect interpersonal relationships.
- Develop communication skills of: listening, assertion, and problem solving.
- Increase critical thinking abilities.

Course Reading Materials

Books

Hocker, J., Wilmot, W. 2011. Interpersonal Conflict. McGraw Hill, New York.

Katz, N., Lawyer, J.W., Sweedler, M. 2011. Communication and Conflict Resolution Skills. Kendall Hunt Publishing Company, Dubuque.

Weeks, D. 1992. The Eight Essential Steps to Conflict Resolution. Penguin, New York.

Electronic/Blackboard

To be posted

Course Requirements

Attendance & Participation	15%
Portfolios	
Personal Reflection	15%
Journal Entries	15%
Inventory/Surveys	20%
Group Project	20%
Final Paper	15%
Extra Credit	5 pts

Attendance & Participation

Each class attended is worth 6 points	90
Presenting reading is worth 10 points	<u>10</u>
Total make up of attendance & participation grade	100 %

Assignments-

Portfolio-place in a binder to be turned in at the semester's end.

Personal Reflection of an interpersonal conflict- 1-3 pages: discuss one of your personal conflicts and particularly highlight your point of view.

Journal- minimum of 42 pages: post a minimum of three entries per week and one of which should be the assigned weekly topic. Place one entry per page, the page does not need to be full. This should not be electronic as it is to be handwritten, feel free to doodle on the page too.
Inventory-complete assigned inventories.

Group Project

Deliverable-3-5 page summary; video; handout, simulation

For additional information see Group Project Rubric Handout on Blackboard

Final paper- 5-7 pages; you may use the interpersonal conflict you previously wrote about or choose another conflict to discuss what your approach and resolution would be now. Argue both sides of the conflict. You have learned many techniques during the course of the semester and they are to be applied to your topic. Identify what tools could be used effectively and explain their relevance. Use a minimum of 4 references and a maximum of 7 with the assigned readings being some of the references used.

Extra Credit- 1-2 pages; write your reflections of the observation of CAR event (1 point each) or a court community mediation (5 points). No references needed.

For additional information see Paper Rubric Handout on Blackboard

<i>Extra Credit Events</i>	By attending the any of following events a maximum of 5 points added to final grade. The point worth is listed by the event. A one page reflection is to be turned in to verify attendance. Due within 1 week of attendance of event.
Brown Bags	1 point each
Dialogue and Difference	2 points each
Court Observation	5 points

Grading Scale

<u>Points Accumulated</u>	<u>Letter Grade</u>
98-100	A+
93-97	A
90-92	A-
87-89	B+
83-86	B
79-82	B-
75-78	C
69-71	C-
61-68	D
0-60	F

Class Rubric

Wednesday Class Process

Current Event/Announcements

Presentation and Discussion of Readings

Lecture
Break
Lecture/Group Meeting/Simulation
Questions

Course Expectations

Attendance

Because this is a “hands-on”, experiential class, attendance is imperative. There is no way to simulate the class experience through reading notes from classmates or by the readings.

Preparation

By completing the readings for the class, you will be able to contribute to the class discussion and ask pertinent questions. Being prepared for class is a great stress reducer as well.

Etiquette

Be respectful of your classmates; turn all cell phones to vibrate, and no texting. Please raise your hand to be recognized and do not talk over when other students are speaking. I want to hear what each of you has to say. No bullying allowed.

When we have speakers, laptops need to be closed and cell phones put away. Be respectful.

Course completion

Providing you attend class and turn in the assignments, you should have no problem completing the course. If you have challenges, please speak with me sooner rather than later.

My Teaching Philosophy

As your Teacher, I believe

- All students have the ability to learn, each has individual strengths and weakness; and it is my responsibility to design the course in such a way that the student’s needs are met.
Students all learn differently whether it’s visual, auditory or kinetic. The class will incorporate each learning style.
- Students learn best when they can construct their own knowledge by applying the course content to their world of understanding.
When students are able to assimilate in the information into their life experiences then it becomes real and usable.
- Student learning is enhanced through role plays, individual research and presentations.
Using alternatives to lecturing, students will discover and deepen their knowledge in an area of individual interest, experience what being in a role is like, and be given an opportunity to explore their teaching methodology.
- Optimism and encouragement are powerful.
Displaying a love and passion for the material presented can ignite passion in others. Validating a student’s contributions fosters their sense of self-worth.
- A teacher will forever be a student.

Continuing to research, explore and experience the subject areas of interest fosters and models lifelong learning. May I always be teachable.

Academic Policies and Information

Honor Code

Academic Integrity

GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

"All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at academicintegrity.gmu.edu. All violations of the Honor Code will be reported to the Honor Committee for review. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

S-CAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. S-CAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it."

Student Resources

GMU Email Accounts

Students must use their Mason email accounts—either the existing "MEMO" system or a new "MASONLIVE" account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

SCAR Undergraduate Advising

Brydin Banning (bbanning@gmu.edu) and Jane Walker (jwalkerq@gmu.edu)

GMU Writing Center

A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>

Office of Disability Services

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

English Language Institute

<http://eli.gmu.edu/>

Library Services

“Ask a Librarian” <http://library.gmu.edu/mudge/IM/IMRef.html>

Counseling

Counseling And Psychological Services (CAPS): (703) 993-2380;
<http://caps.gmu.edu>

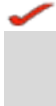


University Policies

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

Direction to all Campus' and Campus' Maps

<http://www.gmu.edu/resources/welcome/Directions-to-GMU.html>

Weekly Schedule

WEEK	DATE	TOPIC TO BE COVERED	READING DUE		ASSIGNMENT DUE NEXT CLASS
WEEK 1 	28-Aug	Introduction, Learning	Katz, Intro&Chp 1 Weeks, Chp 1 Wilmot, Chp 1&2		Journal 3X
WEEK 2 	4-Sep	Information Sharing Styles & Tactics	Katz, Chp 3 Weeks, Chp 2 Wilmot, Chp 5		Journal 3X
WEEK 3	11-Sep	Problem Solving Conflict Anatomy	Katz, Chp 5 Weeks, Chp 3&4 Wilmot, Chp 4		Conflict Management Style, P 97-102 Journal 3X Personal Conflict Paper
WEEK 4	18-Sep	Communication	Katz, Chp 2 Weeks, Step 1 Wilmot, Chp 3		How do you handle conflict? P 104-108 Journal 3X
WEEK 5	25-Sep	Reflective Listening Disecting Conflict	Katz, Chp 4 Weeks, Step 2 Wilmot, Chp 6		Conflict Behavior Survey, P 107-111 Journal 3X
WEEK 6	2-Oct	Assertion	Katz, Chp 6 Weeks, Steps 3&4 Wilmot, Chp 7		Conflict Reflection, EXERCISE 1 Journal 3X
WEEK 7	9-Oct	Conflict Management Lessons Learned	Katz, Chp 7 Weeks, Step 5 Wilmot,----		Conflict Reflection, EXERCISE 2 Journal 3X

**WEEK 8**

16-Oct Meta Model
Types of
Resolution
Katz, Append A
Weeks, Steps 6&7
Wilmot, Chp 8
Journal 3X

WEEK 9

23-Oct Feeling Words
Katz, Append B
Weeks, Step 8
Wilmot, Chp 9
Journal 3X

**WEEK 10**

30-Oct Human Needs
Forgiveness
Difficult Subjects
Katz, Append C
Weeks, Afterword
Wilmot Chp 10
Journal 3X

WEEK 11

6-Nov Values
Discernment
Prevention
ELA Project
Introduction
Katz, Append D
Weeks,----
Wilmot, ----
Write a Role Play
Journal 3X

WEEK 12

13-Nov Groups Meet
Katz,----
Weeks,----
Wilmot,----
Role Play Due
Journal 3X

WEEK 13

20-Nov ELA Project
Katz,----
Weeks,----
Wilmot,----
Journal 3X

**WEEK 14**

27-Nov TBA
Journal 3X

WEEK 15

4-Dec Presentation
Katz,----
Weeks,----
Wilmot,----

**WEEK 16
FINAL**

11-Dec Presentation
Katz,----
Weeks,----
Final Paper



Wilmot,---