

**15:245:640:03 Special Topics in College Student Affairs:
Resolving Conflict in the Higher Education Setting
Thursdays 1:10-3:50pm
Ship Room – Bishop House**

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COURSE OBJECTIVES

At the completion of this course, students will be able to:

- 1) define conflict, explain how conflict manifests itself, and demonstrate how conflict is addressed
- 2) facilitate problem solving, active listening, and questioning
- 3) understand how conflict resolution options can be used on college campuses to help students deal with conflict proactively and positively
- 4) uncover their own conflict styles and strategies so they can be better role models for college students
- 5) assess and develop conflict resolution programs for college and university campuses

REQUIRED READINGS

Schrage, J. & Giacomini, N. (2009). *Reframing campus conflict: Student conduct practice through a social justice lens*. Sterling, VA: Stylus Publications.

Wilmot, W. & Hocker, J. (2001). *Interpersonal conflict*. New York: McGraw-Hill.

You will also be given mediation and restorative justice materials as a part of the class.

COURSE POLICIES

CODE OF CONDUCT: All students are expected to abide by the *University Code of Student Conduct*, Policy Regarding Academic Integrity. The Academic Integrity Policy is available at <http://academicintegrity.rutgers.edu>.

PAGERS & CELL PHONES & IPODS: Out of courtesy for all those participating in the learning experience, all cell phones and pagers must be placed on silent before entering the classroom. Students should also refrain from using their phones to send and receive text messages during class. Please speak with me if there is a reason you need to have your

phone on during class. The use of iPods/mp3 players at any point during class is strictly forbidden.

NOTICE TO STUDENTS WITH DISABILITIES: Rutgers University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require special accommodations to promote your learning in this class, please register with Disability Support Services immediately.

If you are registered with Disability Support Services and require accommodations, please make an appointment with me to go over your needs no later than the end of the first week of class. You will need to have your Letter of Accommodation. For more information, go to <http://disabilityservices.rutgers.edu/request.html>.

LATE WORK: Assignments not turned in on-time will be penalized one full letter grade for each week they are late.

READ BEFORE CLASS: The only way class discussion will be meaningful is if you read the material prior to class. This class is designed to be a seminar format, which means we all participate as a group. So, I will not lead the class in a discussion when the material is designed to have everyone contributing to the discussion. As active participants in the class, it is up to you to read and participate in discussions. Ultimately, if you do not read and there is little to no class discussion, it will hurt your class performance and devalue your overall education. Do not expect to read material while in class!!!

ASSIGNMENTS

Three papers (each worth 100 points)

Personal Conflict Style Analysis: Use the Thomas Kilman Conflict Management Survey and information provided in Wilmot/Hocker (Chapter 5) to write a description of your conflict resolution style in personal and public settings. What are your preferences in your internship/work compared to how you handle conflict in your personal life? Interview one other person who knows your style through personal experience.

Your paper must address the following issues:

- a. differences between your own and others' perceptions of you
- b. what your style triggers in others
- c. positive and negative features of your style
- d. how flexible you are in use of style
- e. where you learned your style
- f. how your style impacts your work with college students and your work in your internship

Case Study Analysis: You are being asked to analyze a conflict that you have witnessed on campus, either as a part of your internship or because of some function you serve at the University. You are being asked to provide information related to the personal dynamics that you witnessed in the conflict. Use the Wilmot/Hocker Conflict Assessment Guide (Chapter 6) to get at the parties' perceptions of the conflict(s). At the end of your paper specify at least three things that could have been done during the conflict to alter its course. If you are one of the parties involved, what three things could you have done?

Analysis of Conflict Resolution Program: You are being asked to analyze a conflict resolution program at a college or university. I will provide you institutions from which to choose. You will speak to a representative from that program about what the program offers, learning objectives for the program, how long the program has been in existence, and what they do to evaluate the program. You will also utilize questions provided in Chapter 12 and 13 of Reframing Campus Conduct. Provide your analysis of the program and your recommendations for implementing a similar program at Rutgers University.

Research Paper and Presentation (150 points)

Imagine you are asked by your Vice President for Student Affairs to provide conflict resolution programs and services for your college or university. What would that look like? You will present your ideal program to the class. How will you assess the program? Your project must include a written report of 3-5 pages, typed and double-spaced. Follow the APA guidelines for your paper, including title page, referring to and quoting from published works, and reference list. A minimum of **five** references must be used. Wikipedia and blogs will not be accepted as references. The research paper is worth a maximum of 125 points and the presentation is worth a maximum of 25 points.

Class Participation in Role Play Exercises (50 Points)

Both the mediation and the restorative justice training include role play activities. There will also be other in class exercises related to other conflict resolution models. Everyone will serve as both actor and facilitator. Participation also includes providing feedback to classmates during mediations and restorative justice conferences. If you miss class during a role play exercise you will not receive points for that activity so it is essential you are present during role play class times.

EVALUATION

450-500 points = A

435-449 points = B+

400-434 points = B

385-399 points = C+

350-384 points = C

Below 350 = Failure in course

COURSE OUTLINE

Date	Topic	Assignment
January 19	Introduction	Read syllabus
January 26	Perspectives on Conflict Nature of Conflict and Goals of Conflict	Read Chapter 1, Perspectives on Conflict, Interpersonal Conflict Read Chapter 2, The Nature of Conflict, Interpersonal Conflict and Read Chapter 3, Interests & Goals, Interpersonal Conflict
February 2	No Class	Complete the Thomas Kilman inventory and work on assignment 1
February 9	Conflict Styles and Strategies	Read Chapter 5, Styles & Tactics, Interpersonal Conflict and Chapter 6, Assessing Conflicts, Interpersonal Conflict
February 16	Spectrum of Conflict Resolution Options	Read Chapters 1-4, Reframing Campus Conflict
February 23	Assessment	Read Chapters 13-14, Reframing Campus Conflict
February 23	Assignment Due	Personal Conflict Style Paper
March 1	Conflict Coaching	Read Chapter 6, Reframing Campus Conflict
March 8	No class	Work on Assessment project – contacting institution
March 15	No class	Spring Break
March 22	Mediation	Read Chapter 8, Reframing Campus Conflict and materials handed out in class
March 22	Paper Due	Case Study Analysis
March 29	No class	Culminating project day – will have notes and movie to watch and analyze on SAKAI
April 5	Mediation	Class handouts
April 5	Assignment Due	Assessment Paper
April 12	Mediation	Role Play Exercises
April 19	Facilitated Dialogue and Shuttle Diplomacy	Read Chapter 7, Reframing Campus Conflict and Read Chapter 11, Reframing Campus Conflict
April 26	Restorative Justice	Read Chapter 9, Reframing Campus Conflict and Read Chapter 10, Reframing Campus Conflict
May 3	Restorative Justice	Role Play Exercises
May 10	Conflict Program Presentations	Bring in paper related to presentation