

Resolving Conflict in the Higher Education Setting

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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: 8th Edition*. 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* and the *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.

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. 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. Please do not expect to read material while in class.

Assignments

Two papers (each worth 20 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:

1. differences between your own and others' perceptions of you
2. what your style triggers in others
3. positive and negative features of your style
4. how flexible you are in use of style
5. where you learned your style
6. 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 7) 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?

Assessment of Conflict Resolution Program (10 points)

Analysis of Conflict Resolution Program: You are being asked to analyze a conflict resolution program at a college or university. I will provide you with your institution. 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 to look at effectiveness of program.

Provide your analysis of the program and your recommendations for implementing a similar program at Rutgers University. This information will be presented to the rest of the class for discussion.

Research Paper and Presentation (45 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 (5 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

90-100 points = A

86-89 points = B+

80-85 points = B

76-79 points = C+

72-79 points = C

Below 72 = Failure in course

COURSE OUTLINE

Date	Topic	Assignment
January 23	Introduction	Read syllabus
January 30	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 6	No Class-ASCA Conference	Complete the Thomas Kilman inventory and work on assignment 1; watch movie <i>Twelve Angry Men</i>
February 13	Conflict Styles and Strategies	Read Chapter 5, Styles & Tactics, Interpersonal Conflict Chapter 6, Emotions in Conflict, Interpersonal Conflict, and Chapter 7, Mapping Your Conflict, Interpersonal Conflict
February 18 (9am)	Spectrum of Conflict Resolution Options	Read Chapters 1-4, Reframing Campus Conflict We are in Ship Room
February 20	Assignment Due	Personal Conflict Style Paper
February 20	Mediation	Read Chapter 8, Reframing Campus Conflict , Chapter 8, Interpersonal Negotiation, Interpersonal Conflict,
February 27	Mediation	Class handouts and Chapter 9, Third-Party Intervention, Interpersonal Conflict
March 1 (9am)	Mediation	Role Play exercises
March 14	Paper Due	Case Study Analysis (submit online via SAKAI)
March 20	No class	Spring Break
March 27	Facilitated Dialogue and Shuttle Diplomacy	Read Chapter 7, Reframing Campus Conflict and Read Chapter 11, Reframing Campus Conflict
April 3	Assessment	Read Chapter 12/13 Reframing Campus Conduct
April 10	Conflict Coaching	Chapter 6, Reframing Campus Conduct
April 17	Restorative Justice	Read Chapter 9, Reframing Campus Conflict and Read Chapter 10, Reframing Campus Conflict
April 24	Assessment discussion	Assignment due
May 1	Making it work: development of a program	handouts
May 8	Conflict Program Presentations	Bring in paper related to presentation