

Fall 2016
Special Topics in College Student Affairs:
Resolving Conflict in Higher Education
15:245:643:01
3 Credits
Wednesday, 4:55 -7:25 pm, Bishop House- Ship Room

Instructor: Dr. Anne W. Newman	Email: amnewma@echo.rutgers.edu
Phone: 848-932-8576	Office: College Ave Student Center Suite 454
Office Hours: hours by appointment	Prerequisites or other limitations: None
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

Learning goals:

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 mediation and conflict coaching 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

Class materials/ Textbooks:

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. (2014). *Interpersonal conflict, 9th edition*. New York: McGraw-Hill.

Note – you can use 8th edition. Please see me.

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 Policy Regarding Academic Integrity. The Academic Integrity Policy is available at <http://academicintegrity.rutgers.edu>.

CELL PHONES: Out of courtesy for all those participating in the learning experience, all cell phones and pagers must be placed on vibrate before entering the classroom. Students should also refrain from using their phones to send and receive text messages during class. I know some students have duty responsibilities class hours so please speak with me if there is a reason you need to have your phone on during class.

LATE WORK: Assignments not turned in on-time will be penalized one full letter grade for each week they are late. Please email me if assignments are going to be 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!!!

Grading policy:

90-100 points = A

80-89 points = B

70-79 points = C

Below 70 = Failure in course

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-Application 5.1) 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 you think 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 7, pg. 242) 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 (20 points)

You are being asked to analyze a conflict resolution program at a college or university. I will provide you institutions from which to choose. Review materials available from website, 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.

Class Participation in Role Play Exercises (15 Points)

Both the mediation and conflict coaching 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. 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.

Development of a Conflict Resolution program (25 points)

I want you to imagine that your boss has asked you to develop a conflict management program for your organization. What would you want that program to contain? What resources do you think you would need to start the program? Who would be involved? Use the resources in the Reframing Campus Conflict book as well as information learned in class and in your assessments of conflict resolution programs to put together a comprehensive presentation for the class.

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

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>.

COURSE OUTLINE

Date	Topic	Assignment
September 7	Introduction	Read syllabus
September 14	Perspectives on Conflict Nature of Conflict and Goals of Conflict	Chapter 1, The Nature of Conflict Chapter 2 Perspectives on Conflict, and Chapter 3 Interests and Goals <i>Interpersonal Conflict,</i>
September 21	Conflict Styles and Strategies	Chapter 5, Conflict Styles, Chapter 6, Emotions in Conflict, Interpersonal Conflict, and Chapter 7, Analyzing your conflict, <i>Interpersonal Conflict</i>
September 21	Assignment Due	Personal Conflict Style Paper
September 28	Spectrum of Conflict Resolution Options	Chapters 1, 2 and 3 <i>Reframing Campus Conflict</i>
October 5	Mediation	Chapter 8 and 9 in <i>Interpersonal Conflict</i> and Chapter 8, <i>Reframing Campus Conflict</i>
October 12	Mediation Facilitated Dialogue and Shuttle Diplomacy	Class handouts Chapter 7 and 11, <i>Reframing Campus Conflict</i>
October 19	Mediation	<i>Role Play exercises</i>
October 19	Paper Due	<i>Case Study Analysis (submit online via SAKAI)</i>
October 26	No class	Use this week to reach out to your school to ask about conflict resolution programs
November 2	Assessment	Chapter 12 and 13 <i>Reframing Campus Conduct</i>
November 9	Conflict Coaching	Chapter 6, Reframing Campus Conduct
November 16	Restorative Justice	Chapter 9 and 10, <i>Reframing Campus Conflict</i>
November 23	No class	Thanksgiving Break
November 30	Making it work: development of a program	
November 30	<i>Assessment discussion</i>	<i>Assignment due</i>
December 7	<i>Conflict Program Presentations</i>	<i>Outline of presentation to be turned in</i>
December 14	<i>Paper due</i>	<i>Please submit your conflict program paper through SAKAI</i>