



UNIVERSITY OF DENVER—COLORADO WOMEN'S COLLEGE

COMN 3022: Conflict Management

Fall/2014: Saturday 8AM to 11:50AM

Class Session Dates: September 13, 20, 27; October 4(online), 11, 18, 25; November 1 (online), 8, 15.

INSTRUCTOR'S NAME: Kristine Reyes PhD

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I will respond to email or voicemail messages within 48 hours.

PREREQUISITES:

WRIT 1122 and WRIT 1133. Students are responsible for completing course prerequisites before registering for a class. Students may be removed from a course for which they have not fulfilled the prerequisite course work.

COURSE DESCRIPTION:

This course provides an overview of conflict management including:

- principle theoretical concepts underlying conflict management:
- analyzing different sources of conflict and;
- discovering how our preferred conflict management styles inform the understanding of relationships and decision-making processes.

Class methods will be interactive and skills-oriented, through the use of case studies, and class discussion. Students develop practical skills aimed at adapting their own communication style to facilitate open discussion and problem solving.

STUDENT LEARNING OUTCOMES SPECIFIC TO THIS CLASS:

1. Identify and define principles and practices pertinent to the domain.
2. Analyze conflicts in terms of those principles and practices
3. Explain the dynamics that trigger conflicts and escalate emotional responses
4. Evaluate the most effective methods for conflict resolution.
5. Demonstrate practices that promote productive conflict management.

STUDENT LEARNING OUTCOMES FOR CWC:

The undergraduate student learning outcomes of The Colorado Women's College (CWC) align with the Undergraduate Student Learning Outcomes of the University of Denver. As a college for women, our learning outcomes address our mission to "educate women to boldly lead in the communities where they live, work, and engage." TWC's learning outcomes describe the college's vision of an undergraduate education grounded in the university's core and with generalist degrees that prepare our students to be leaders. TWC's learning outcomes embrace the three broad areas of knowledge, intellectual skills and problem solving, and individual/social responsibility. These areas serve as starting points to shape specific program goals and outcomes, which reflect disciplinary and interdisciplinary learning, critical thought, and the application of learning by students. As they progress with coursework in their program majors we expect students to apply their growing awareness of women's contribution to the history of ideas. Suffused within each of these outcomes is the consideration given to inclusive excellence, international competencies, and leadership, along with ethical reasoning and the demonstration of ethical behavior. We acknowledge that these learning outcomes are under continual examination and review as we work to be a contemporary women's college.

#1 Epistemology and Inquiry

Students demonstrate intellectual curiosity and recognize the interdependence between theory and practice by identifying, critically analyzing, and evaluating information and assumptions.

#2 Quantitative and Qualitative Reasoning

Students identify, examine and apply quantitative and qualitative methodologies in the construction of knowledge.

#3 Communication

Students develop their ability to connect their internal, unique “voice” with the external world through clear and effective expressions of thought in spoken, written, visual, and technologically mediated forms of communication.

#4 Intellectual Engagement and Reflection

Students explore knowledge through self-reflection, creativity, choice, motivation, and with an awareness of historical and contemporary world views, including women's contribution to those views.

#5 Engagement with Human Diversity

Students demonstrate an understanding of how diverse perspectives and life experiences give varied meanings to learning within diverse cultural contexts and social identities, particularly as these regard women.

#6 Community Engagement

Students develop and demonstrate their ability to advance the public good through social action in collaboration with faculty, other students, and community members.

#7 Disciplinary Knowledge

Students exhibit knowledge within at least one discipline, including fundamental principles and their applications, as well demonstrate the ability to integrate knowledge across multiple fields of study.

DIVERSITY, INCLUSIVITY AND RESPECT

CWC has a core commitment to fostering a diverse learning community that is inclusive and respectful. Our diversity is reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up AND listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

ACADEMIC INTEGRITY:

Colorado Women's College fully endorses the University of Denver's Honor Code and the procedures put forth by the Office of Citizenship and Community Standards. Academic dishonesty—including plagiarism, cheating, and falsification of data and research—is in violation of the code and will result in a failing grade for the assignment or for the course.

Plagiarism occurs when a student or scholar leads the reader/listener to believe that what she or he is hearing or reading is an original work when it is not.

Examples of plagiarism:

Using a quote from a book or any source without a reference

Using ideas from a book or any source without a reference to the original author
Using sentences or paragraphs from another person's paper of speech without appropriate citation
Having someone else write any part of your paper or speech without including them as an author or acknowledging their work. (Courtesy of Kim Lambdin, M.Ed, from University College class syllabus, Editing Skills COMM 4111)

As student members of a community committed to academic integrity and honesty, it is your responsibility to become familiar with the DU Honor Code and its procedures (www.du.edu/honorcode).

COURSE TEXTS AND MATERIALS:

1. **REQUIRED:** Weeks, D. (1992). *Eight essential steps to conflict resolution*. LA: Tarcher ISBN 9780874777512
2. Wilmot, W. & Hocker, J. (2011). *Interpersonal conflict*. 9th ed. Boston: McGraw-Hill. ISBN-9780078036934

COURSE REQUIREMENTS

Papers should be written using APA guidelines. The numbers of pages assigned for each paper are general guidelines. Please use Times or Times New Roman, 12 point fonts and double spacing.

The goals of these papers are:

- Demonstrate a conceptual understanding of the material,
- Proper citation of sources, and
- The ability to write clearly, accurately and concisely.

Use material from the readings, class activities and personal insights to integrate the conceptual material with your experience.

ASSIGNMENTS

1. **Paper #1:**
Write a 2-3 page paper describing a difficult conflict in which you have been involved. Provide a brief description of the problem and relate it to the concepts in W & H chapter 1. How was the struggle expressed? What interdependence existed? Any perceived incompatible goals? Any perceived scarce resources? Provide connotative definitions and clear verbal illustrations for all your terms. For example: struggle, interdependence, incompatible goals, scarce resources.
2. **Paper #2:**
Write a 2-3 page paper describing a conflict in which you were not directly involved. It may be from history, current events, literature or the media. What orientations to power do you notice? What power imbalances? What approaches to balancing power are appropriate? Provide connotative definitions and clear verbal illustrations for all your terms. For example: power, power imbalance, balance of power.
3. **Paper #3:**
Write a 3-5 page analysis and plan paper. Choose a conflict that you are or were recently involved in as a participant. You may not use the same conflict described in the first paper. Include: a discussion of interests and goals (your own and the other party's), orientation to power, power imbalance, what style you might use, or have used and what style you anticipate, or did anticipate from the other. What advice from Weeks applies to

this situation? Describe how you will or did approach this conflict and manage potential problems. Provide connotative definitions and clear verbal illustrations for all your terms. For example: interests, goals, power, power imbalance, style, conflict.

4. **Paper #4:**

Select a conflict that interests you. It may be from your own personal experience, from the media, or fiction. The level of the conflict may be personal, organizational, community or international. It may be the same conflict that you described in the first paper. The goal of the paper is to apply what you have learned in this course to a conflict that is important to you. This 4-5 page paper should reference the two course texts as references. Additionally four other peer-reviewed sources are required. The outside reading should expand your knowledge of conflict management or provide more background on the conflict you are analyzing. Be sure to provide a brief description of the conflict, including sources of the conflict, interdependence of actors and goals. What methods of conflict management seem most appropriate? Provide connotative definitions and clear verbal illustrations for all your terms. For example: conflict, interdependence, goals, conflict management.

5. **Presentation:**

Students will make short presentations of their papers during the last class. The purpose is to gather feedback from class members and the instructor to refine the thinking behind the paper. The presentation is worth 60 points.

6. **Discussion questions:**

For each chapter per class, please type and bring in one discussion question, which arose in your mind as you were reading the material. You create your own question. A discussion question is one that does not have a yes or no answer and one for which the answer is not obvious, and the answer is not evident in the text. Discussion questions then require a written response in the form of a short essay, 150-250 words.

7. **Word definitions**

Select one word from the readings, and provide two definitions of that word. First, provide a denotative definition: one that comes from a credible reference source such as a dictionary, glossary, the text or another source. Second, provide a connotative definition, one which you create based on your interpretation and perception of the term. How similar or different are these definitions and how do the similarities and differences impact your use of the word? Be prepared to explain to the class your understanding of the word and how you might incorporate it into your academic or social experiences.

8. **Library research.** To prepare you for paper #4, please make a appointment to meet with a research librarian to help you locate the four peer-reviewed sources you will need in addition to the two course texts.

9. **Writing Center.** To prepare you for paper #4, please make an appointment with the Writing Center to guide you in the construction, organization and production of this paper.

Assignment	Points
12 Discussion questions At 10 points each	120
7 word definitions at	70

10 points each	
Paper #1	100
Paper #2	125
Paper #3	175
Library Research	50
Writing Center	50
Final presentation	60
Paper #4	250
Total points	1000

Percentage	Grade
95-100	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

ATTENDANCE AND PARTICIPATION

Attendance is mandatory in all class sessions. Active participation in class and online discussions is also required and will be a determiner in a student's final grade. An absence, for any reason, will result in forfeiting points for in-class student presentations. These may not be made up in another class session. Additionally, each missed class will result in a reduction of 60 points. These attendance points cannot be made up. There are no excused absences. If an emergency arises, it is the student's responsibility to contact her instructor.

A grade of incomplete will be granted only under special circumstances as determined by the instructor. <http://www.du.edu/registrar/records/incompletepolicy.html>

TECHNOLOGY USE IN THE CLASSROOM

In order to create and maintain an optimal learning environment in the classroom, students should use technology appropriately as directed by the instructor for the purposes of the course. Work done on laptops, cell phones, and other devices that is not relevant to the class can hinder the process of communication and shared discussion of ideas that require full engagement by all participants. Additionally, work done on laptops, cell phones, and other devices that is not relevant to the class is consider disruptive behavior and may result student may be dismissed from class and counted absent for the day, thus losing 60 points.

ADA ACCOMMODATIONS

Students who require accommodations under the Americans with Disabilities Act must contact the instructor to discuss their needs. Failure to notify the instructor immediately may hinder the college's ability to accommodate accordingly. Students with learning disabilities should also contact the University Disability Services Program at <http://www.du.edu/studentlife/disability/>. University Disability Services houses the Learning Effectiveness Program (LEP) and the Disability Services Program (DSP).

OBSERVATION OF RELIGIOUS HOLIDAYS

Students wishing to observe a religious holiday not celebrated on the academic calendar may do so provided advanced written notice is given the instructor during the first two weeks of the quarter. With advanced written notice, the absence will be considered an excused absence. For additional information, contact DU's Center for Religious Services (<http://www.du.edu/crs/>).

COURSE SCHEDULE

REQUIREMENTS FOR THE FIRST CLASS:

Read chapters one and two of Wilmot and Hocker. After reading each chapter compose one discussion question (two total), which arose in your mind as you were reading the material. You create your own question. A discussion question is one that does not have a yes or no answer and one for which the answer is not obvious, nor is the answer contained in the text. Second, respond to your question in a short essay (150-200 words).

Print the question and response and bring to class as a hard copy. Email submissions for this first assignment are not accepted.

In addition to the one discussion question, select one word from either chapter, and provide two definitions of that word. First, provide a denotative definition: one which comes from a credible reference source such as a dictionary, glossary, the text or another source. Second, provide a connotative definition, one which you create based on your interpretation and perception of the term. How similar or different are these definitions and how do the similarities and differences impact your use of the word? Print your word, definitions and interpretation of the similarity, difference and use of the word and bring to class in a hard copy. In class, be prepared to explain your understanding of the word and how you might incorporate it into your academic or social experiences. Email submissions for this assignment are not accepted.

Date	Assignments due, topics	Readings to be completed by this date, before you come to class
Sep 13	<p>Topics: Introduction, Definitions, Domains Due:</p> <ol style="list-style-type: none"> 1) Two discussion questions and responses 2) One new word definitions/ interpretations and uses. <p>Print both assignments and bring to class in hard copy Email submissions for these assignments not accepted</p>	W & H, chapters 1 & 2
Sep 20	<p>Topics: Interests, Goals & Power Due:</p> <ol style="list-style-type: none"> 1) One discussion question for chapter 3 and responses 2) One new word definitions/ interpretations and uses. 3) Paper #1 due in hard copy in class. 	W & H, chapter 3

	Print all assignments and bring to class in hard copy Email submissions for these assignments not accepted	
Sep 27	<p>Topics: Interests, Goals & Power</p> <p>Due:</p> <ol style="list-style-type: none"> 1) One discussion question for chapter 4 and responses 2) One new word definitions/ interpretations and uses. <p>Print all assignments and bring to class in hard copy Email submissions for these assignments not accepted Review: online work</p>	W & H chapter 4
Oct 4 Online	<p>Topics: Productive Approaches I</p> <p>Due:</p> <ol style="list-style-type: none"> 1) One discussion question based on any of Weeks first four steps. Post to Discussion forum by October 4 by 11:59 PM. Respond to two other students questions by Oct 7 at 11:59 PM. Question submission and two responses are required for credit for this assignment. No partial credit available. 2) One new word definition. Post the discussion question to the forum by Oct 4 at 11:59 PM. 	Weeks, Steps 1-4
Oct 11	<p>Topics: Productive Approaches II</p> <p>Due:</p> <ol style="list-style-type: none"> 1) One discussion question and response based on Weeks steps 5-8 2) One new word definition based on Weeks steps 5-8. 3) Paper #2. Bring hard copy to class <p>Print all assignments and bring to class in hard copy Email submissions for these assignments not accepted</p>	Weeks, Steps 5-8
Oct 18	<p>Topics: Conflict Styles</p> <p>Topics: Assessing Conflicts</p> <p>Due:</p> <ol style="list-style-type: none"> 1) Complete the Measure of Conflict Style on pages 146-147. 2) One discussion question and response for Chapter 5 and chapter 6. Print and bring to class 3) One new word definition from chapter 5 or 6 Print and bring to class. <p>Print all assignments and bring to class in hard copy Email submissions for these assignments not accepted</p>	W & H, Chapter 5 and 6
Oct 25	<p>Topics: Conflict Styles</p> <p>Topics: Assessing Conflicts</p> <p>Due:</p> <ol style="list-style-type: none"> 1) One discussion question and response for Chapter 7 and Chapter 8. Print and bring to class 	W & H Chapters 7 and 8

	<p>2) One new word definition from chapter 7 or 8 Print and bring to class.</p> <p>Print all assignments and bring to class in hard copy Email submissions for these assignments not accepted</p> <p>Library research session in preparation for paper #4</p>	
Nov 1 Online	<p>Topics: Negotiation & Overcoming Barriers</p> <p>Due:</p> <ol style="list-style-type: none"> 1) One discussion question for chapter 9. Post to discussions forum by Nov 1 by 11:59 PM. Respond to two other students questions (for each chapter) for a total of six responses) by Nov 4 by 11:59 PM. and 2) One new word definition posted to discussion forum by Nov 1 at 11:59 PM. 3) Paper #3. Post to discussion forum by Nov 1 11:59 PM. 	W & H, Chapter 9
Nov 8	<p>Topics: Forgiveness & Reconciliation</p> <p>Due:</p> <ol style="list-style-type: none"> 1) One discussion question and written response for chapter 10. Print and bring to class. 2) One new word definition for chapter 10. Print and bring to class <p>Email submissions for this/these assignments not accepted</p>	W & H, Chapter 10
Nov 15	<p>Due</p> <ol style="list-style-type: none"> 1) Paper #4. Submit via email by 11:59 PM. 2) Student presentations 3) Library research sessions and writing center appointments must have been completed before today. 	