

Course Syllabus

Course Description

The usual method for presenting, analyzing, and resolving conflicts in Western society has centered on legalistic argument, with a goal of discovering the "right" answer and suppressing the "wrong" ones. However, the multiple worldviews operating in the world today make such an approach to conflict less and less viable. Ways of communicating about, and resolving, conflict have arisen that go beyond enforcement of rules or legal determinations of right and wrong to include mediation and other innovative approaches. In a related development, recent theories of cognitive and moral growth suggest that a shift from "us-versus-them" attitudes to more inclusive, integrative ones is occurring. In this course we will look at various methods for handling conflict and consider how we might apply them to hypothetical and real-life conflicts.

Course Learning Goals

After completing this course, you will be able to:

- Describe your own and others' behavior in conflict
- Determine the impact of background, context, vision, and other variables on a conflict
- Manage conflict, using techniques of argument, negotiation, and mediation.

Course Competencies

This course addresses the following competencies.

H3D: Can effectively employ the skills of negotiation, mediation, and interpersonal communications in the resolution of a dispute or conflict.

- A. Can identify the components of a specific relationship and describe the conflict or problem that exists within that relationship;
- B. Can apply principles of mediation or negotiation to resolve the conflict or problem;
- C. Can evaluate the effectiveness of the intervention and of the theoretical model underlying the negotiation or mediation strategies situations.

You will learn about various methods of conflict resolution, from "might makes right" to transformational conflict resolution, including law, negotiation, and mediation. At the end of the course, you will be able to apply these strategies to different types of conflicts, and evaluate the potential and actual short- and long-term effects of such strategies.

Tasks and grading weight: Main Discussions, Submissions (30%), Three Papers (30%), and Individual Case Study (40%).

FX: Can apply knowledge of ways of understanding and managing conflict to conflicts that arise at work or involve the focus area.

You will learn ways to assess and manage conflict and apply that learning to actual conflicts involving your focus area. You will develop a case study of a particular conflict that reflects, among other things, your understanding of the participants, the issues, the worldviews and assumptions underlying the conflict, the environment in which the conflict is occurring, and appropriate methods for resolving or managing the conflict.

Tasks and grading weight: Main Discussions, Submissions (30%), Three Papers (30%), and Individual Case Study (40%).

Note: If you are registered for **CCH 299**, the competencies you will gain in this class are as follows.

- Can effectively employ the skills of negotiation, mediation, and interpersonal communications in the resolution of a dispute or conflict.
- Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.
- You will be placed into one of these competences and do the same assignments.

Course Resources

Required Readings

Textbook

Coleman, P. & Ferguson, R. (2014). **Making Conflict Work: Harnessing the Power of Disagreement**. Boston: Houghton Mifflin Harcourt. ISBN# 978-0-544-14839-0

Or #X001FNRVEP (Either the 2014 or 2015 edition is fine for this course.)

To buy your books, go to Amazon or <http://depaul-loop.bncollege.com>

Case Study Outline (FX and H3D)

The case study is based on a conflict that you will identify and analyze. It may be a conflict at work, or it may be a family conflict, neighborhood conflict, etc. The following is an outline of the information you will need to provide in the written document in which you describe your study of this conflict. If you complete the assignments for each week (which will refer you to the outline), you will find that you have written the case study by the end of the term.

Note that in both cases you should present both sides (or more, if there are more than two) of the controversy, explaining the positions and needs and interests of each party. Then consider ways to resolve the conflict that will satisfy at least some of each party's needs. Ideally, both parties should be pleased with the result.

I. Introduction/description.

Give enough information about this situation so outsiders can understand it. Include information about the organization/group and the larger community or organization in which it rests.

- A. Background/Setting: Where and when did this conflict take place? What is it about? What is the context: the social and legal climate, trends, laws, policies, regulations, and/or traditions? On how many levels does the conflict take place?
- B. Participants: Who are they? What part do they play in the conflict? Are there secondary players or others who affect the conflict or are affected by it? What style of conflict management does each use?
- C. Actions: How has the conflict manifested? What has been done, said, implied, etc.? Which are overt (obvious) conflicts and which are covert (hidden) conflicts?
- D. What else affects the conflict or is affected by it?

II. What vision can you form for a positive resolution of the conflict? Describe it in detail as if it were happening now.

III. Analysis

- A. What is the primary dispute? Are there any secondary issues?
- B. What position does each participant take regarding what should happen? (Who wants what, and why do they say they want it?)
- C. What are the most significant barriers to resolution of this conflict?

- D. What are the stages of development of the participants? How does this affect their worldviews, assumptions, attitudes, values, and/or understandings? E. What are the real needs of the participants?

IV. Forming a perspective.

- A. What is the best argument for each position in this dispute?
- B. Under what circumstances might each person or group be correct?

V. Application of dispute resolution techniques (bridges to the vision). If you have the opportunity to witness in person (or apply to yourself) any of these techniques, describe what happened and how it influenced the conflict. If not, try to imagine what might happen and what effect it might have.

- A. Force
- B. Appeal
- C. Formal argument/legal approaches such as filing suit, using lawyers to negotiate a deal, arbitration, etc.
- D. Negotiation. Consider how you used or could use (comment on at least five):
 - 1. Preparation
 - 2. Hard on the issues, soft on the people
 - 3. External standards
 - 4. Generating options
 - 5. Partial agreement
 - 6. Focusing on interests, not positions
 - 7. Future focus
 - 8. Inquiry
- E. Mediation - How did you or could you use (comment on at least 5):
 - 1. Summarizing
 - 2. Getting from positions to needs/interests
 - 3. Reframing

4. Neutralizing language
5. Stroking
6. Dealing with emotion
7. BATNA
8. Reality testing
9. Effective questioning

Other? What other techniques might be helpful, and how might they be used? Consider humor, therapy, role-play, large-group problem solving, etc.

VI. Conclusion/results:

- A. What happened? What is your assessment of what happened (what worked well, what didn't, who changed, who didn't, what might be done differently next time)?
- B. VERY IMPORTANT: What is (are) the best integrative solution(s) you can suggest for this conflict?

Course Grading Scale

A	95-100
A-	90-94
B+	87-89

B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62

F

59 and below

Please note: Grades lower than a C- do not earn credit or competence in the School for New Learning.

Course Structure

The course is divided into five modules in five weeks. The estimated time needed to complete each module is one week. Each Module starts on Monday and ends on the following Sunday night.

All assignments are to be posted **Tuesday, Wednesday, or Sunday** evening of each week. So plan accordingly.

Note: All responses to a posting should be your own thoughts.

Activities

All students will examine various conflicts and apply various techniques of assessment and resolution to them. You will complete certain exercises outside of class (during "real-life" situations) and reflect on the impact of those exercises.

ALL Students will

1) prepare a detailed written analysis of a selected conflict (the individual case study). An outline of the information can be found above. Portions of this case study are assigned on a regular basis over the term so that by the fifth week when it is due, it will be largely completed and will need only revising and editing;

2) write three short (one page) papers in which they argue a position, present an opposing viewpoint, and integrate the two;

3) complete all other assignments.

Additional Assessment Criteria for your papers and case studies.

These papers and case studies must

- demonstrate that you are able to integrate the evidence derived from your chosen sources into your argument according in Standard English using proper grammar, mechanics, and sentence structure.
- use proper quotation form, including introduction of your quotation as well as your commentary following the quotation.
- have an introduction and concluding paragraph.
- contain proper APA or MLA citation form for in-text references as well as for the bibliography.

The following table outlines the course.

Week, Module # and Title	Readings	Assignments
Week 1 – Module 1 Context and Vision	<ul style="list-style-type: none"> • Module Content • Chapters 1 and 2 from textbook • Online Content 	<ul style="list-style-type: none"> • 1.1 Introduction Discussion - Tuesday • 1.2 Individual Case Study – Topic – Tuesday • 1.3 Power Trap Textbook Discussion - Wednesday • 1.4 Grade or Pass-Fail – Sunday • 1.5 Individual Case Study – parts I and II of outline – Sunday
Week 2 – Module 2 Issues and Positions Argument Perspectives	<ul style="list-style-type: none"> • Module Content • Chapters 3 and 4 from textbook 	<ul style="list-style-type: none"> • 2.1 Disagreements Textbook Discussion – Wednesday

Week, Module # and Title	Readings	Assignments
	<ul style="list-style-type: none"> • Online Content 	<ul style="list-style-type: none"> • 2.2 Individual Case Study – parts III ABC and IV A of outline - Sunday • 2.3 Team Characteristics – Sunday • 2.4 Writing Assignment - Argument Paper – Sunday
<p>Week 3 – Module 3</p> <p>Force, Appeal, Adversarial Negotiation Problem Solving Negotiation and Perspectives</p>	<ul style="list-style-type: none"> • Module Content • Chapters 5 and 6 from textbook • Online Content 	<ul style="list-style-type: none"> • 3.1 Force/Emotion/Authority Discussion - Tuesday • 3.2 Adversarial Negotiation Discussion – Wednesday • 3.3 Building Relationships Textbook Discussion - Wednesday

Week, Module # and Title	Readings	Assignments
		<ul style="list-style-type: none"> • 3.4 Individual Case Study parts V ABCDE of outline - Sunday • 3.5 One Team Characteristic - Sunday • 3.6 Writing Assignment - Opposing Paper - Sunday
<p>Week 4 – Module 4</p> <p>Paraphrasing and Personal Stage Development</p> <p>Mediation and Win/Win Techniques</p>	<ul style="list-style-type: none"> • Module Content • Chapters 7 and 8 of textbook • Online Content 	<ul style="list-style-type: none"> • 4.1 Paraphrasing Discussion - Tuesday • 4.2 Mediation Discussion - Wednesday • 4.3 Degree of Independence Textbook Discussion - Wednesday • 4.4 Individual Case Study part III D and E of outline - Sunday

Week, Module # and Title	Readings	Assignments
		<ul style="list-style-type: none"> 4.5 Stage Development Theory – Sunday
<p>Week 5 - Module 5</p> <p>Integrative and Non-Traditional Conflict Management Self-Reflection</p>	<ul style="list-style-type: none"> Module Content Chapters 9 and 10 from textbook Online Content 	<ul style="list-style-type: none"> 5.1 Individual Case Study parts IV B and VI A and B of outline – Tuesday 5.2 Non-Traditional Methods Discussion – Wednesday 5.3 Your Core Values Textbook Discussion - Wednesday 5.4 Writing Assignment - Integrative Paper - Sunday 5.5 Individual Reflection – Sunday 5.6 Individual Case Study Submission – Sunday

Assessment of Learning

Course Grading Criteria

The assignments will be evaluated using the following criteria

The Case Study

1. Does the case study address all the points on the case study outline?
2. Does the case study include a resolution that addresses the needs and interests of all parties?
3. Has the case study been checked for structural and grammatical errors?

The Argument/Opposing/Integrative Papers

1. Identify the issue in one, or at most two, sentences.
2. State your position concisely in ONE sentence.
3. Present your reason in a logical order.
4. Provide evidence to support your assertions.
5. Present the opposite point of view as forcefully as you presented your own point of view.
6. Provide evidence to support the other side's assertions – evidence that someone with those beliefs would present.
7. Create solutions that work for everyone.
8. Deal with the needs of all parties.

FX and H3D Competence Scores

Discussions, Submissions (30%)

Main Discussion Area

1.3 Textbook Discussion	20
2.2 Textbook Discussion	20
3.1 Force/Emotion	20
3.2 Adversarial Negotiation	20
3.3 Textbook Discussion	20
4.1 Paraphrasing	20
4.3 Mediation	20

4.4 Textbook Discussion	20
5.2 Non-traditional Methods	20
5.3 Textbook Discussion	20

Submissions Area

2.4 Team Characteristics	20
3.5 One Team Characteristic	20
4.6 Stage Development	20
5.5 Individual Self-Reflection	20

Three Papers (30%)

2.5 Writing Assignment - Argument Paper	100
3.6 Writing Assignment - Opposing Paper	100
5.4 Writing Assignment - Integrative Paper	100

Individual Case Study (45%)

5.6 Individual Case Study	400
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To complete the course, you must complete each of the assignments as described in the course and post them to the course by the assigned deadline. Points are deducted for late work.

Online Participation Guidelines

The following guidelines may encourage you to be active and critical in your participation. Only together we will make this course a significant and pleasant learning experience:

- Participation is essential, so please connect to the course daily.
- The course is only five weeks – therefore, you need to be online every day – and posting the assignments either on Tuesday, Wednesday, or Sunday night. Keep to this schedule every week to be successful.
- When possible - accept the challenge of working with others and constructing knowledge in negotiation with them.
- Some difficulties at the beginning of an online course are quite normal; solving them is part of every distance learning experience.

General Assessment Criteria for All Writing Assignments

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

Helpful Hints for Successful and Insightful Online Assignments

- Keep up with the assignments related to the individual case studies. They will be finished by the time they are due.
- Turn in all work on time. Check to make sure you keep to the weekly schedule.
- There is one module per week. Work is to be posted in the Discussions or Submissions areas.
- All assignments are to be done by everyone.

College and University Policies

This course includes and adheres to the college and university policies described in the links below:

[Academic Integrity Policy \(UGRAD\)](#)

[Academic Integrity Policy \(GRAD\)](#)

[Incomplete Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

[APA citation format \(GRAD\)](#)

Additional Course Resources

[University Center for Writing-based Learning](#)

[SNL Writing Guide](#)

[Dean of Students Office](#)

Changes to Syllabus

This syllabus is subject to change as necessary. If a change occurs, it will be clearly communicated to students.

Credits

This course was designed and produced by faculty and staff at SNL Online of the School for New Learning of DePaul University.

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