

## **CONFLICT MANAGEMENT AND COMMUNICATION COMM 231-201**

INSTRUCTOR'S NAME: Morgan Rosenberg

DEPARTMENT- COURSE: COMM 231-201

COURSE TITLE: Conflict Management and Communication

DAY: Wednesday SEMESTER/ YEAR: Fall, 2017

TIME: 4:15- 6:45 CAMPUS: Water Tower

LOCATION: TBD

CONTACT: [morgan.rosenberg8@Gmail.com](mailto:morgan.rosenberg8@Gmail.com), 312-498-4814 (text preferred)

OFFICE HOURS: In classroom, ½ hour before class and ½ hour after class. Or, by appointment.

### **BRIEF DESCRIPTION OF COURSE CONTENT AND PREREQUISITES**

This course presents current theory and research in interpersonal conflict. Material will be drawn from the fields of communication, psychology, organizational behavior, and mediation. The course will emphasize general principles of conflict and conflict management, with applications to specific areas such as work, family, dating, friendship and marriage.

Conflict management is an exciting and rapidly evolving field. The course will balance theory with problem-solving. Students will be asked to examine their own experiences in light of conflict theories, and explore relevant avenues for progress.

### **COURSE OBJECTIVES**

- Understand core principles of conflict management
- Understand the role of the brain in conflict management
- Demonstrate practical knowledge of conflict skills
- Apply conflict theory and skills to actual situations
- Collaborate and participate in classroom problem-solving

## **TEACHING METHODOLOGY AND APPROACH**

Lecture with discussion; class participation is required. Emphasis will be on real world application of conflict management principles. Small group discussion and problem-solving will be ongoing. Social media/ multitasking during class has a negative effect on high level problem-solving, and will result in loss of points towards class participation.

The course material and assignments will be modified throughout the semester by the professor to accommodate student pacing and learning. The instructor will regularly communicate with students using email and online learning platforms. Students are expected to regularly check both places for course updates and communications from the instructor. (more details will follow)

## **EVALUATION**

There will be three short papers (1-2 pages), and a final project. Tests will include pop quizzes to test reading and core comprehension, a midterm and final.

In terms of Bloom's Taxonomy, tests will focus on Knowledge and Comprehension. Papers and final project will focus on Application, Analysis, Synthesis and Evaluation. Bloom's Taxonomy is attached.

The class will be graded on a point system: A= 90-100, B= 80-89, C= 70-79, D= 60-69, F = 59 or lower.

Class participation will count towards 30% of grade. Each short paper will count towards 10% of grade (30% total). The midterm will count towards 5% of grade. The final project will count towards 35% of grade.

Class attendance and participation are an essential part of this course. As this course only meets once a week, missing more than one class during the semester will impact your grade. It is almost impossible to satisfy the requirements of the course if you miss more than three classes.

All work will be expected to comply with Loyola's code of ethics.

Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.

## **REQUIRED READING**

*Interpersonal Conflict*, by Joyce Hocker & William Wilmot. 9<sup>th</sup> or 10<sup>th</sup> edition.

NOTE: I will be using the 10<sup>th</sup> edition (the most recent). Students are permitted to use any recent edition (although it is the student's responsibility to make sure that they are reading the appropriate corresponding section if chapters or page numbers differ).

*Conflict Unraveled: Fixing problems at work and in families*, by Andra Medea. 2005.

## COMMUNICATIONS 231-201

### CONFLICT MANAGEMENT AND COMMUNICATION Schedule & Assignments

#### **Class One, Aug 30 - Introduction & Basics. Flooding**

Assigned reading for Class Two:

- Chapter 1: Adrenaline Overload: Flooding, *Conflict Unraveled*.
- Chapter 1, The Nature of Conflict, *Interpersonal Conflict*, Hocker & Wilmot.

\*\* Assignment: 1-2 page paper, Flooding \*\*

#### **Class Two, Sept. 6 - Principles of Conflict, The Conflict Continuum**

\*\* Due: 1-2 page paper, Flooding \*\*

Assigned reading for Class Three:

- Chapter 2: The Conflict Continuum, *Conflict Unraveled*.
- Chapter 2: Perspectives on Conflict, *Interpersonal Conflict*, Hocker & Wilmot.

\*\* Assignment: 1-2 page paper, Conflict Continuum \*\*

#### **Class Three, Sept 13-- Conflict spirals / 5-stage escalation pattern**

\*\* Due: 1-2 page paper, Conflict Continuum \*\*

Assigned reading for Class Four:

- Chapter 5, Conflict Styles, *Interpersonal Conflict*, Hocker & Wilmot.

#### **Class Four, Sept. 20- Conflict Styles, self-assessment**

Assigned reading for Class Five:

- Chapter 3, Shifting to healthy conflict, & Chapter 5: Chimpanzee Politics, *Conflict Unraveled*.
- Chapter 3: Interests and Goals, *Interpersonal Conflict*, Hocker & Wilmot.

#### **Class Five, Sept. 27 – Interests & Goals. Equity theory.**

**Oct. 4- No class. Go study!**

#### **Class Six, Oct 11-- Mid term**

Assigned reading for Class Seven:

- Chapter 4: The Ape & I, *Conflict Unraveled*.
- Chapter 6: Emotions in Conflict, *Interpersonal Conflict*, Hocker & Wilmot.

**Class Seven, Oct. 18 : Body language & face-to-face communication skills**

Assigned reading for Class Eight:

- Chapter 6: Communication Breakdowns, *Conflict Unraveled*.
- Chapter 4: Power: The Structure of Conflict, *Interpersonal Conflict*, Hocker & Wilmot.

**Class Eight: Oct. 25: Bevel's Principle of Communication/ Dialogue & Monologue**

Assigned reading for Class Nine:

- Chapter 7: Bevel's Principle of Communication, *Conflict Unraveled*.
- Chapter 7: Analyzing Conflicts, *Interpersonal Conflict*, Hocker & Wilmot.

\*\* Assignment: 1-2 page paper, Bevel's Principle of Communication \*\*

**Class Nine: Nov. 1: Blind behavior/ Toxic triangles**

\*\* Due: 1-2 page paper, Bevel's Principle of Communication \*\*

Assigned reading for Class Ten:

- Chapter Eight: Blind Behavior, *Conflict Unraveled*.
- Chapter Nine: Victims, Villains & Heroes, *Conflict Unraveled*.

**Class Ten: Nov. 8: Bevel's Principle of Participation**

Assigned reading for Class Eleven:

- Chapter Ten: Tactical Aikido, *Conflict Unraveled*.
- Chapter 7: Interpersonal Negotiation, *Interpersonal Conflict*, Hocker & Wilmot.

**Class Eleven: Nov. 15: Procedural Justice**

Assigned reading for Class Thirteen:

- Chapter 9: Third-Party Intervention, *Interpersonal Conflict*, Hocker & Wilmot.
- Chapter 10: The Practice of Forgiveness and Reconciliation, *Interpersonal Conflict*, Hocker & Wilmot
- Epilogue, *Conflict Unraveled*.

\*\* Due: 1-2 page proposal for final project \*\*

**Class Twelve: Nov. 22 – No Class, Thanksgiving Break****Class Thirteen: Nov. 29: Trauma & Cultural Assumptions.**

Class choice of topic for 1/4 of class.

Problem-solving/ review of upcoming presentations.

**Class Fourteen- Dec. 6- Oral Presentations**

\*\*\* Final projects due \*\*\*

**Final project:**

The final project will be a 6-10 page paper on a conflict of your choice.

The situation may be analyzed in light of any two conflict management or communications models discussed in class. Proposals will give a brief description of the problem to be analyzed and the models to be used.

Your presentation will be evaluated on grounds of grasp of material, insight, clarity and conciseness. Please submit an outline which should include:

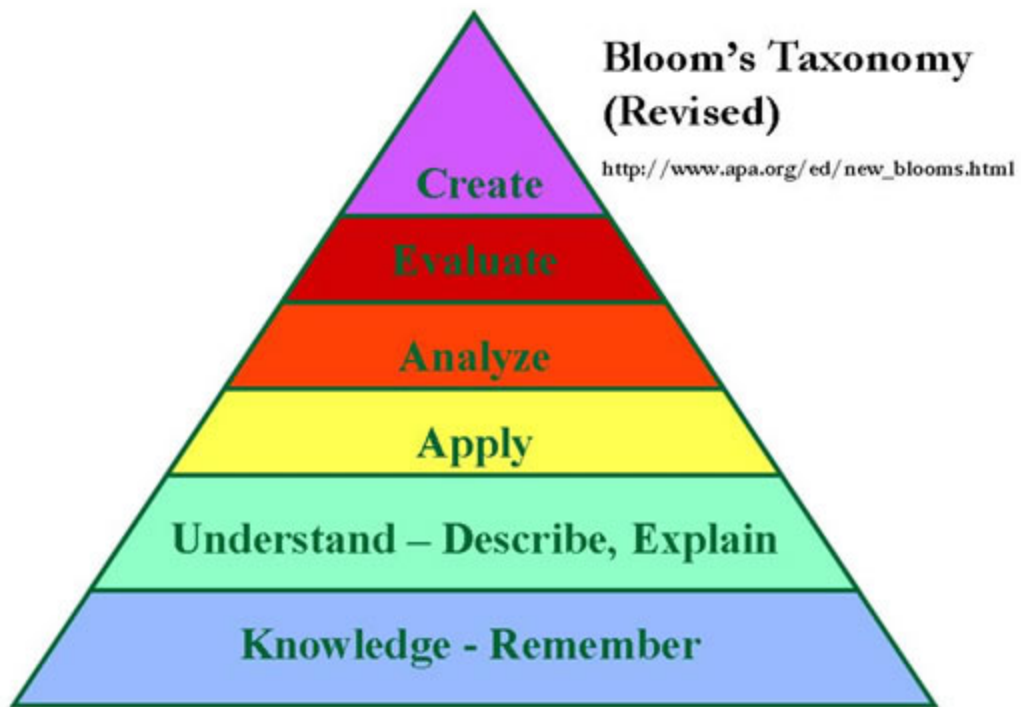
Statement of problem, including pre-existing conditions  
Identification of parties, including public and private goals  
Analysis of the dynamics of the conflict, including major incidents  
Interventions  
Conclusion

An in-class presentation is appreciated and may help your grade, but is optional. Use of PowerPoint will be limited to necessary illustrations or charts. Tell your story, make your points.

**Loyola University Core Requirements**

Employers say they are looking for a demonstrated capacity in these areas:

- think critically
- communicate clearly
- solve complex problems
- ethical judgment and integrity
- intercultural skills
- the capacity for continued new learning
- written and oral communication
- applied knowledge in real-world settings
- broad knowledge in the liberal arts and sciences



Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)