COMMUNICOLOGY 455 – CONFLICT MANAGEMENT
Tuesdays and Thursdays 1:30 - 2:45 pm
Webster 103

PROFESSOR: Dr. Amy Hubbard
OFFICE: George Hall, Room 333
OFFICE HOURS: TR 12:30-1:20 pm & by appt.

PHONE: (808) 956-3321
E-MAIL ADDRESS: aebesu@hawaii.edu
COMG WEBSITE: manoa.hawaii.edu/communicology

REQUIRED TEXTBOOKS & MATERIALS


2. Iclicker 2 response pad

3. Some assignments, class materials, outlines of PowerPoint lectures, and announcements may be shared in class and/or distributed to the class via Laulima. It is your responsibility to regularly attend class on time and check your Laulima account. Go to: https://laulima.hawaii.edu and enter your UH identification and password to use Laulima.

PREREQUISITES: Students must have taken COMG 151, 170, 181, 185, 251, 301 or 381 to enroll in COMG 455.

OBJECTIVES

This senior level course is designed to provide students with knowledge about the major theories, models, principles, and research findings regarding interpersonal conflict. In addition, this course will examine interpersonal conflict in a variety of contexts such as conflict in organizations, groups, families, and romantic relationships.

Student Learning Outcomes:

1. Identify the costs and benefits of engaging in interpersonal conflict
2. Discriminate between scientific-based claims and non-scientific-based claims about conflict
3. Identify the types of actual and perceived conflicts
4. Identify the major conflict styles
5. Explain the impact of emotional processes in interpersonal conflict
6. Understand the patterns of reciprocity and complementarity in conflict interactions
7. Identify the major proximal and distal contexts affecting a conflict interaction
8. Identify the major proximal and distal outcomes following a conflict interaction
9. Understand the role of attributions in interpersonal conflict
10. Understand the role of perceptions in interpersonal conflict
11. Identify the major factors involved in perceptions of competence in interpersonal conflict

CLASS FORMAT

This class will involve lecture, discussions, and activity-based learning. Because students will develop both a theoretical and practical understanding of interpersonal communication, students will need to analyze and practice what they are learning. To do this successfully, students will need to complete the readings by the date in which the chapter is first assigned and students will have to participate in class discussions. In most cases, the readings are designed to complement the lecture content. Students are responsible for assigned reading material that is and is not covered in class.
CLASS POLICIES

Academic Integrity: The mission of a university can only be accomplished in an environment where academic integrity is valued. The Student Code of Conduct states that academic dishonesty includes both cheating and plagiarism. Plagiarism is, but is not limited to, “the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.” Word-for-word copying of another’s work without the use of quotation marks and the citation of the source, paraphrasing another person's ideas without proper citation of the source, lack of reference to the sources (i.e., reference pages) from which the information was obtained, and misleading citations are all considered plagiarism. A paper given to an instructor with the student’s name on it is assumed to be in the student's own words and to represent his or her original ideas, unless certain words and ideas are specifically credited to another source. A paper bearing a student's name that does not do this is plagiarized and will be considered academically dishonest.

According to the Student Code of Conduct, “the term ‘cheating’ includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff, or student (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.”

Students who disrupt teaching and research are also violating the Student Code of Conduct.

Finally, “engaging in, or attempting to engage in any of these behaviors subjects a student to the disciplinary process and sanctions.” The penalties for academic dishonesty are severe, and the instructor will see that violators are punished. If anyone is determined to have cheated, plagiarized, or misrepresented work in this class or if the student has disrupted class or research, the best he or she can hope for is a notation on the student’s permanent record of the violation and failure on the relevant assignment in the course. The instructor will additionally recommend to the Department Head or hearing committees that the person be suspended or expelled from the University. Papers submitted for credit in other classes may NOT be submitted for credit in this course. Students are expected to have full knowledge of the University's Student Conduct Code. A copy of the code may be obtained from http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/.

Iclickers: Bring your Iclicker response pads to class every day. Students are expected to use their Iclicker response pads to key in their own responses. If you are caught with more than one Iclicker response pad in your possession, you will be deducted 100 points off of your grade. Additionally, if you use the Iclicker response pad to enter in a response for another student, you both will be deducted 200 points off of your grades. To receive credit for Iclicker participation on each class day in which it is used, you must participate in at least 75% of the Iclicker activities for that day.

Laptop Computers and Other Electronic Devices: You will only be allowed to have a laptop computer or a related electronic device during class if it is not distracting to other students and if you are using it for our class. If you are discovered to be using your computer or related device to play games, prepare work for another class or activity, listen to music, and the like, during class time, you will not be allowed to use your computer or related device for the entire semester.

Cellular/Digital Phones and Other Electronic Devices: Before attending class, turn off all cellular/digital phones and other portable electronic devices that can ring or “sing” and generally disrupt the class. This also means that texting during class is not allowed. During examinations and review sessions of exams, using or the act of looking at your phone will be considered cheating and appropriate disciplinary action will be taken.

Students with Disabilities: Students with disabilities are encouraged to contact the KOKUA Program for information and services. Services are confidential and free for students. Contact KOKUA at 956-7511, kokua@hawaii.edu, or QLC 013.
**Student Counseling**: The Counseling and Student Development Center offers free and confidential counseling services. They can be reached at 956-7927 or go to QLC 312.

**Attendance Policy**: I expect you to be in class, be punctual, and be ready to contribute to the class. It will be impossible to do well in this course without regularly attending and participating in class every day. If you miss class, it is advisable to get notes for that day from a classmate. Once you have the notes and have examined them, see the instructor for further clarification (if needed). Do NOT attempt to acquire these materials during class time. Do NOT ask the instructor for his/her notes or to redo the lecture during office hours.

**Alternative Locations**: In the event of disturbances that interfere with holding class at our scheduled location (e.g., bomb threats), meet the instructor at the Varney Circle near the fountain. You will be given further instructions at that point. On days of scheduled exams, you will be directed to an alternative classroom to take the exam. You should check your email for additional instructions as well.

**Appointments and Office Hours**: Appointments are a privilege. Do not abuse it. You must come prepared with materials and questions to ask prior to meeting with the instructor. Otherwise, it wastes the instructor’s time and other student’s time. Plan early for appointments. Last minute appointments may NOT be accommodated.

**E-mails**: The University of Hawaii e-mail has been declared an official means for communication with students. Executive Policy E2.213 reads: “Students are responsible for checking their email account frequently and consistently to remain current with University communications. They are expected to monitor and manage their email storage quota to insure that their mailboxes are not saturated and are able to receive new messages.”

When sending an email message pertaining to this course, the subject line of the email should include (a) the class name and section and (b) a title in the subject line that is descriptive of the content of the email message. Separate emails should be sent for different topics. Also, students should include in their emails multiple ways to respond to them (e.g., provide a telephone number in addition to an email address). When responding to an email message, students should include appropriate parts of the original message in the email.

If you send the instructor an email message during regular business hours on weekdays, you can expect a response within 24 hours. If you do not hear from the instructor, then feel free to email the instructor again because your message might not have been received. During other times, such as weekends and holidays, response times may be longer.

**Paper & Oral Requirements**: In general, all work turned in for credit must be typewritten, use left-justification, use double-spacing throughout, use a standard font type and size, and contain one inch margins on the left, right, top, and bottom of each page. Multiple copies of your work will sometimes be required. All group papers submitted to this class should list the group member names in alphabetical order, by last name. All work that does not conform to these requirements will be considered late. Students should write and speak in a manner appropriate for an academic and scholarly environment and should avoid language that is sexist, racist, and ageist in their writing and speaking. In addition, every Project Paper should have the following declaration on the first page or cover:

```
“I certify that this project and paper is my own work and is written for this class only.”

______________________________    ________________  _______________
Student Printed Name     Student Signature     Date
```

**Drafts**: In general, drafts will be accepted up to a week before the due date, and I will review them (focusing primarily on stylistic concerns, structuring of ideas, and major content flaws). It is STRONGLY recommended that students review each other's drafts for spelling and grammatical errors before I evaluate them. All work submitted for this course should show critical thinking, thoughtful writing, and careful editing.
**Late Papers/Assignments:** Class activities are due when the instructor collects them. This is usually in the beginning of class. Activities not turned in at this time will be given ZERO credit. All other types of assignments not turned in when they are due will be considered LATE. Late work will not be accepted without explanation. It is the student’s responsibility to find out about missed work due to tardiness or an absence. Ask a fellow student for information regarding any missed assignment before approaching the instructor for clarification. Late papers/assignments can expect a full grade reduction per class period late. Exceptions may be made for MAJOR medical and MAJOR personal problems when the instructor has been given notification at the first possible opportunity.

Excused absences must be documented (e.g., doctor’s note on official stationery) and turned in on the first day of your return to class. All missed work due to an excused absence must be turned in within one week of your return to class. No papers will be accepted after the last day of instruction.

Except for illness or other emergencies, there will be no late exams given. Failure to take an exam without prior explicit exemption by the instructor may result in a failing grade for that exam. There will also be no incompletes given, except in the case of unforeseeable and uncontrollable events preventing completion of a small but important part of the assigned work before the term’s end.

**Research Participation:** The Communicology Department uses the Sona Systems to manage opportunities to participate in research conducted within the Communicology Department. In order to participate, students will need to create an account at [http://hawaii-communicology.sona-systems.com](http://hawaii-communicology.sona-systems.com). Once an account is established, students will be able to sign up for a variety of research projects and the system will keep track of the student’s participation. Students can participate in research projects until the last day of instruction to earn extra credit in this course.

**PROJECT 1: CONFLICT STYLES ANALYSIS**

This project requires that you analyze your own approach to conflict at the beginning of the semester. You and others you know will complete a questionnaire about your approach to conflict and you will write a paper analyzing your conflict style. You will also develop personal goals for improvement in how you currently manage and respond to conflicts. This project will be completed INDIVIDUALLY and is worth a total of 50 points. Turn in ONE copy of your completed Conflict Styles Questionnaires, TWO copies of your Conflict Styles Analysis, and TWO copies of your Goals.

**DUE DATE: THURSDAY, SEPTEMBER 11.**

I. **Conflict Styles Questionnaire.** Complete the Conflict Styles Questionnaire and have at least THREE other people complete the Conflict Styles Questionnaire on you (preferably this should be with people whom you have had a conflict). The Conflict Styles Questionnaire is available on Laulima. Use this information to account for your own and other’s perceptions of your conflict style.

II. **Conflict Styles Analysis.** In a 3-5 page paper, reflect on your personal experiences with conflict by writing about your conflict style in public and personal settings. Address the following questions:
   A. What is your conflict style?
   B. How do others perceive your style? Is it consistent or inconsistent with how you perceive yourself? Explain.
   C. With whom do you have conflict, and about what topics?
   D. What goals do you find to be involved in your conflict with others?
   E. What are the positive and negative features of your behaviors? Be specific.
   F. How do power, emotions, and intimacy affect your conflict behaviors?
   G. How flexible are you in your choice of behaviors during conflicts?
   H. Where did you learn your conflict style?

III. **Goals.** On a separate page:
   A. List THREE aspects of your own conflict behavior, verbal and/or nonverbal, or perceptions of conflict that you would like to improve/change. Be specific and focus on your communication actions or thoughts about conflict.
   B. Indicate why you believe each of these behaviors/perceptions needs to be improved or changed.
For example:

“I want to be able to stop the whining tone in my voice when I complain to my boyfriend.”

“When I am perceived as whining, my boyfriend does not pay attention to my concerns. He does not believe that what I am talking about is a serious matter. He believes, ‘it is just me whining again’. This, in turn, makes me very frustrated, my pitch rises, and I sound even more whiney. Sometimes, I am not even aware that I am whining because it has become such a habit.”

“I want to be able to share what is bothering me to my best friend.”

“When I am upset, I shut down. Instead of sharing what is bothering me, I simply say that ‘nothing is wrong’. Then, I avoid my best friend for about a week and then start talking to her again as if nothing had happened. This has created problems because my best friend can sense that something is wrong, but she cannot change her behavior or defend herself because I do not share the information with her. Recently, she has gotten mad because I was avoiding her.”

PROJECT 2: CONFLICT MANAGEMENT RESOURCES

This project is designed for you discover conflict management resources in the community and in academic journals. You will find and become involved with an organization that deals with conflict in some manner. You will also find and read scholarly journal articles on conflict communication. Then you will write a report and share this information with the class. This project will be completed in PAIRS (but triads are also acceptable) and is worth a total of 250 points.

DUE DATE FOR ORGANIZATION SELECTION: BY TUESDAY, SEPTEMBER 30
DUE DATE FOR COMPLETED CERTIFICATION FORM, WRITTEN REPORT (two copies), REFERENCE LIST, & JOURNAL ARTICLES (as hard copy or digitally): DATE OF ORAL REPORT
DUE DATE FOR ORAL REPORT: THURSDAY, NOVEMBER 6 OR THURSDAY, NOVEMBER 13

I. Organization Selection. Find an organization in the community that deals with conflict management in an important way. There are numerous organizations on Oahu, even on campus, that fit this criterion. Here are some hints: (a) look in the yellow pages or online under mediation or alternative dispute resolution, (b) think about third parties who often become involved in disputes (e.g., police, attorneys, security personnel), (c) consider places where conflict/fights might take place on a regular basis (e.g., certain high schools, prisons, detention centers), and (d) look into organizations that deal with violence prevention and abuse prevention or support groups that deal with the effects of conflict. You must do some preliminary investigative research to determine if there are opportunities for you to become involved with the organization’s activities during the semester prior to submitting your organization selection.

Notify and gain approval of your organization selection by sending an email to the instructor. In the email, provide (a) your team’s names, (b) the name, telephone number, and address of the organization, and (c) a brief explanation of how the organization is a conflict management resource in the community. You must send this email message and gain approval of your selection BY TUESDAY, SEPTEMBER 30, AT THE LATEST. No two teams may select the same conflict management resource in the community. So, choose wisely and quickly.

II. Get Involved. Spend at least FOUR hours, per person, involved in some activities with the organization. For example, volunteer to help out in the organization, shadow someone in the organization, take a class offered by the organization, or sit in on a seminar/colloquium sponsored by the organization. You must provide evidence of your participation in the organization by having a representative of the organization, who can verify your participation, complete a Certification of Involvement form (available on Laulima).

III. Research Journal Articles. As a team, find and read at least EIGHT peer-reviewed, scholarly research journal articles on interpersonal conflict. Your journal articles must have been published between 2000 - 2014. You can examine the textbook, a computer database, the reference page on any articles you find, and a citation index in the reference area of Hamilton Library for ideas on journal articles. Write a reference list of the journal articles following the guidelines from the American Psychological Association’s (APA) Publication Manual (6th edition).
IV. Written Report. As a team, write a 5-7 page report on the organization you selected and the journal articles you read on interpersonal conflict. Part 1 of the Written Report should cover such topics as the background or history of the organization, its clientele, services (and how to access its services), and functions, how it is relevant to conflict, and the nature of your participation and experiences in the organization. Be sure to also provide contact information on the organization, such as a telephone number, address, and website address, if applicable. Additionally, find out from an organizational representative what are the common types of interpersonal conflicts they encounter and what they believe are some keys to more productive conflict management. Additionally, your writing should demonstrate knowledge of your organization and knowledge of the course concepts. That is, whenever possible, integrate and apply course terminology and concepts as they pertain to the organization.

Part 2 of the Written Report should present recommendations or provide points of interest for the organization you selected, based on the findings reported in the journal articles you researched. To do this, you must organize and then write about the findings reported in the journal articles in a thematic or topical grouping order. Do NOT simply write about each individual journal article in a random order, an alphabetical order, or a date of publication order. Instead, the articles should be ordered and grouped in a meaningful and logical manner (use of subheadings in your report may be particularly helpful in this regard). When discussing a particular article, make sure that you summarize the rationale, method, and results. In addition, you must offer at least two recommendations/points of interest relevant to and reasonable for the organization you selected. Provide sufficient explanation of your recommendations/points of interest and be sure that your recommendations/points of interest are logically derived from the research findings in the journal articles you read. A reference list, in APA format, should be included with the Written Report, and the original articles must be submitted as either a paper copy or electronically (e.g., use the drop box function in laulima to send pdf versions of the articles). Be sure to label all of your materials in a user-friendly manner.

V. Oral Report. You will be allotted 3-5 minutes of in-class time to share with the class information about your organization, how it is relevant to conflict, who you think should utilize the organization’s services, and how you were involved in the organization. You must also bring materials to pass out to the class after you’ve completed your presentation. These materials should, at minimum, include (a) general information about the organization and its clientele, services, and functions and (b) contact information on your organization. You will be graded on your ability to give a well-organized presentation and deliver your presentation in a credible and professional manner.

GRADING SYSTEM

ASSIGNMENTS

Examinations: There will be two examinations. In general, each exam will cover lecture, activities, and reading material for one half of the course. The final will be given during the regularly scheduled final exam period. Examination questions will consist of multiple choice, true/false, fill-in, short answer, and essay items.

Projects: There will be two projects required for this class. These assignments are designed to allow you to reflect, gain additional knowledge, and develop skills in conflict management through self-analysis and discovery of conflict management resources. Some of the assignments will be completed individually and some will be conducted in pairs/triads.

Class Activities & Participation: Throughout the semester, there will be numerous activities conducted inside and outside of the classroom. Assessment of your work will be based on your participation in Iclicker activities; on a check plus (✔+), check (✔), check minus (✔–), and minus (–) system; that is, whether you exceeded expectations, you did a good job, you did an adequate job, and you did not meet the criteria, respectively, for some activities/assignments; and a 5 or 10 point system based on whether you exceeded expectations (5 or 10 pts), you did a good job (4 or 8-9 pts), you did an adequate job (3 or 6-7 pts), or you did not meet the criteria (0-2 or 0-5 pts), respectively, for some assignments.
**POINT SYSTEM:** Each graded assignment earns points, not letter grades.

<table>
<thead>
<tr>
<th></th>
<th>POSSIBLE POINTS</th>
<th>POINTS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. MIDTERM EXAMINATION</strong></td>
<td>300</td>
<td></td>
</tr>
<tr>
<td><strong>II. FINAL EXAMINATION</strong></td>
<td>300</td>
<td></td>
</tr>
<tr>
<td><strong>III. CONFLICT STYLES ANALYSIS</strong></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>A. Self/Other Questionnaires</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Conflict Styles Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IV. CONFLICT MANAGEMENT RESOURCES</strong></td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>A. Company Selection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Written Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Reference List &amp; Journal Articles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Oral Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>V. CLASS ACTIVITIES &amp; PARTICIPATION</strong></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>A. Iclicker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Mini-Assignments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GRAND TOTAL POINTS** 1000

Your final grade will be a letter grade. This grade will be awarded as follows:

- **Excellent**
  - A = 1000 - 900
  - A+ (970)
  - A (930)
  - A- (900)

- **Above Average**
  - B = 899 - 800
  - B+ (870)
  - B (830)
  - B- (800)

- **Average**
  - C = 799 - 700
  - C+ (770)
  - C (700)

- **Minimal Passing**
  - D = 699 - 600
  - D+ (670)
  - D (630)
  - D- (600)

- **Failure**
  - F = 599 - 0
  - F (0)
TENTATIVE CLASS SCHEDULE FOR COMMUNICOLOGY 455
(Sometimes it is necessary to make changes in the schedule of material to be covered. Changes will be announced in class.)

<table>
<thead>
<tr>
<th>DATES</th>
<th>LECTURE TOPICS</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 26, 28</td>
<td>Overview</td>
<td>CCS - Ch 1</td>
</tr>
<tr>
<td>Sep 2, 4</td>
<td>Competence Model</td>
<td>CCS - Ch 2</td>
</tr>
<tr>
<td>Sep 9, 11</td>
<td>Conflict Messages</td>
<td>CCS - Ch 3</td>
</tr>
<tr>
<td>Sep 16, 18</td>
<td>Distal Factors</td>
<td>CCS - Ch 4</td>
</tr>
<tr>
<td>Sep 23, 25</td>
<td>Proximal Influences</td>
<td>CCS - Ch 5</td>
</tr>
<tr>
<td>Sep 30, Oct 2</td>
<td>Conflict Outcomes</td>
<td>CCS - Ch 6</td>
</tr>
<tr>
<td>Oct 7, 9</td>
<td>Intercultural Conflicts</td>
<td>CCS - Ch 7</td>
</tr>
<tr>
<td>Oct 14</td>
<td>Review and Catch-Up</td>
<td></td>
</tr>
<tr>
<td><strong>OCT 16</strong></td>
<td>MIDTERM EXAMINATION</td>
<td></td>
</tr>
<tr>
<td>Oct 21, 23</td>
<td>Organizational Conflicts</td>
<td>CCS - Ch 8</td>
</tr>
<tr>
<td>Oct 28, 30</td>
<td>Third Party Interventions</td>
<td>CCS – Ch 11</td>
</tr>
<tr>
<td><strong>NOV 4</strong></td>
<td>NO CLASS – ELECTION</td>
<td></td>
</tr>
<tr>
<td>Nov 6</td>
<td>Oral Report Presentations</td>
<td></td>
</tr>
<tr>
<td><strong>NOV 11</strong></td>
<td>NO CLASS – VETERAN’S DAY</td>
<td></td>
</tr>
<tr>
<td>Nov 13</td>
<td>Oral Report Presentations</td>
<td></td>
</tr>
<tr>
<td><strong>NOV 18, 20</strong></td>
<td>NO CLASS – NCA CONVENTION (Out-of-Class Assignment)</td>
<td></td>
</tr>
<tr>
<td>Nov 25</td>
<td>Family Conflicts</td>
<td>CCS - Ch 9</td>
</tr>
<tr>
<td><strong>NOV 27</strong></td>
<td>NO CLASS – THANKSGIVING</td>
<td></td>
</tr>
<tr>
<td>Dec 2</td>
<td>Family Conflicts</td>
<td>CCS - Ch 10</td>
</tr>
<tr>
<td>Dec 4, 9</td>
<td>Conflicts in Intimate Relationships</td>
<td></td>
</tr>
<tr>
<td>Dec 11</td>
<td>Future Conflicts</td>
<td>CCS - Ch 12</td>
</tr>
<tr>
<td><strong>DEC 16</strong></td>
<td>FINAL EXAMINATION: 12:00 - 2:00 PM</td>
<td></td>
</tr>
</tbody>
</table>