



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

COMM 5353-101: Conflict Management

Course Description:

This is a survey course designed to acquaint the student with theoretical approaches to human conflict and conflict management, with emphasis placed on communication perspectives concerned with understanding and managing conflict within various contexts. Classical work as well as current research trends in conflict studies will be explored. Topics for the course include meta-theoretical perspectives and theories of motivation and conflict management. In addition to an exploration of contextual topics (see accompanying list), specific attention will be directed toward understanding relevant research designs and methodologies for studying conflict.

Class Dates, Location and Hours:

Dates: December 6 – 8 & 13-15, 2019
Location: College of Allied Health, OU Health Sciences Center, 1200 N. Stonewall, Oklahoma City, OK 73117-1215
Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.
Last day to enroll or drop without penalty: November 7, 2019

Site Director:

Email: apokc@ou.edu. Phone: 405-271-4522.

Professor Contact Information:

Course Professor: Dr. Norman Wong
Mailing Address: Department of Communication
610 Elm Avenue, Burton Hall 213
University of Oklahoma
Norman, OK 73019
Fax Number: (405) 325-7625
E-mail Address: nwong@ou.edu
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Oetzel, J.G., & Ting-Toomey, S. (2013). The sage handbook of conflict communication: Integrating theory, research, and practice. (2nd Ed.). ISBN 9781412987790. (Text prices are available online).
2. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu> enter your NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Course Objectives:

It is expected that at the conclusion of the course, students will: a) have developed a thorough understanding of the importance of managing conflict in various contexts, b) understand how research is conducted and evaluated in conflict contexts, and c) be familiar with several of the predominant theories in the fields of intergroup conflict and conflict management.

Assignments, Grading and Due Dates:

As this is a seminar, students are expected to engage in thoughtful discussion of the course concepts. Effective participation is judged by both the quantity and more importantly, the quality of comments provided during the class discussion of the readings. Students should take it upon themselves to have **read all of the designated chapters in the text and supplementary articles prior to the first class meeting** (see the reading list below). There will be two major assignments that students are expected to complete.

1. The first major assignment will require you to complete a series of “reaction papers” that will be due at the beginning of each class session (starting with day 2). You are to select 1-2 readings from either the textbook or journal article(s) as the basis for your reaction paper. Specifically, you will summarize the chapter/article and then respond to the arguments/findings presented and whether you agree or disagree with them, and why. Your reaction papers will be graded based on the level of insight provided in your response. You are expected to complete **5 reaction papers** (1 each in day to be turned in on Canvas). Each paper should be **2-3 pages** in length, double spaced. Grades will be based on a 5-point scale. Overall, you can earn up to 25 points.
2. The second major assignment will require you to analyze conflicts you have had in **three** different contexts: (a) interpersonal, (b) organizational (i.e., workplace), and (c) intercultural. You will write about a specific conflict situation you had with another person within each of these three contexts. Be sure to provide an overview of the conflict situation (i.e., discuss the circumstances that led to the conflict, the nature of the incompatibility, etc.). Specifically, you are to use the personal conflict situations discussed to illustrate the different conflict concepts talked about in the readings. Provide clear-cut examples within the paper. Also, be sure you provide a general description of the concepts being illustrated with your conflict examples (e.g., what is serial arguing and what is the process involved?). How accurate are the conflict research findings based on your own personal experience? (e.g., if you are describing a serial argument you had with a romantic partner, does the research literature accurately reflect what you experienced in terms of both the process & outcomes?). The paper will be due **within 3 weeks after the end of the seminar (January 5, 2020)** and should be between **12-14 pages** in length (excluding title page and references). Papers should **conform to APA format**. The paper is worth 60 points.

Grading:

This is a letter-graded course: A, B, C, D, or F. will be earned based on points system:

1. General class participation (15 points)
2. Reaction papers (25 points)
3. Conflict management analysis paper (60 points)

Breakdown of grades will be as follow: 90-100 (A); 80-89 (B); 70-79 (C); 60-69 (D); Below 60 (F)

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Readings

| Reading | Day | Chapters |
|---|------------|---|
| Defining Conflict & Methods for Studying Conflict; Role of Cognition in Conflicts | Day 1 | Ch. 1-3 |
| Role of Cognition & Emotion in Conflicts | Day 2 | Ch. 4-5 |
| Conflict Communication in Interpersonal Contexts | Day 2 | Ch. 6-7; Afifi et al. (2009); Bevan et al. (2008); Cionea et al. (2019); Caughlin and Malis (2004); Cloven and Roloff (1994); Flynn and Graham (2010) |
| Conflict Communication in Interpersonal Contexts | Day 3 | Ch. 8 and 10; Dumlao and Botta (2000); Lakey and Canary (2002); Shearman and Dumlao (2008) |
| Conflict Communication in Organizational Contexts | Day 4 | Ch. 11-13; Steinel et al. (2008); Carroll et al. (2013) |
| Conflict Communication in Organizational Contexts | Day 5 | Ch. 14-16; Volkema et al. (1997) |
| Conflict Communication in Intercultural Contexts | Day 5 | Ch. 24-26; Lim & Bowers (1991) |
| Conflict Communication in Intercultural Contexts | Day 6 | Ch. 27-30 |

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Norman C. H. Wong, Ph.D.

Education

- Ph. D. 2005, University of Georgia. Department of Speech Communication, Major: Communication
- M. A. 2000, University of Hawaii at Manoa. Department of Speech, Major: Speech
- B. A. 1997, University of Hawaii at Manoa, Department of Speech, Major: Speech

Current Positions

Associate Professor, Department of Communication, University of Oklahoma

Major Areas of Teaching and Research Interest

- Health communication, social influence, mass communication, interpersonal communication.
- My research is focused primarily on examining the intersection between mass and health communication, specifically the design of effective mass-mediated health campaign messages aimed at reducing enactment of risky health behaviors and encouraging health promoting behaviors among at-risk audience segments. Currently, my research focus has also included looking at the use of entertainment media as an effective channel for communicating health messages to the public.

Representative Publications and Presentations

- Wong, N. C. H. (2019). Injunctive and descriptive norms and theory of planned behavior: Influencing intentions to use sunscreen. *Women's Health and Complications*, 2(1), 1-7.
- Lookadoo, K. L., & Wong, N. C. H. (2019). "Hey guys, check this out!": Investigating media figure-user relationships and celebrity endorsements on Twitter. Accepted for publication.
- Wong, N. C. H. (2018). Well that was unexpected: Effect of intimacy and commitment on responses to an interpersonal expectancy violation. *Studies in Media and Communication*, 6(2), 45-56.
- Wong, N. C. H., & Bostwick, E. (2017). #WhyITold: A pilot test of Twitter messages aimed at promoting bystander intervention against domestic violence. *Studies in Media and Communication*, 5(2), 166-175. doi: [10.11114/smc.v5i2.2763](https://doi.org/10.11114/smc.v5i2.2763).
- Wong, N. C. H., Lookadoo, K. L., & Nisbett, G. W. (2017). "I'm Demi and I have bipolar disorder": Effect of parasocial contact on reducing stigma toward people with bipolar disorder. *Communication Studies*. Advance online publication. doi: [10.1080/10510974.2017.1331928](https://doi.org/10.1080/10510974.2017.1331928).
- Lookadoo, K., & Wong, N. C. H. (2016). Kickstarting Veronica Mars: Rekindling a parasocial relationship. In D. M. Macey, K. M. Ryan, & N. J. Springer (Eds.), *Friends, lovers, co-workers, and community: Everything I know about relationships I learned from television* (pp. 211-228). Lanham, MD: Lexington Books.
- Wong, N. C. H. (2015). Vaccinations are safe and effective: Inoculating positive HPV vaccine attitudes against anti-vaccination attack messages. *Communication Reports*. Advance online publication. doi: [10.1080/08934215.2015.1083599](https://doi.org/10.1080/08934215.2015.1083599).
- Aune, K. S., & Wong, N. C. H. (2012). Adult play in friendship and romantic relationships: Baxter's typology revisited. In T. J. Socha & M. Pitts (Eds.), *The positive side of interpersonal communication* (pp. 143-160). New York, NY: Peter Lang Publishing.

Representative Honors and Awards Received

- 2005. Top 4 Student Paper. Interpersonal Communication Division, International Communication Association.
- 2005. Dissertation Completion Assistantship. University of Georgia.

Major Professional Affiliations

- Member: National Communication Association Member: International Communication Association