



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5343-220: Conflict Resolution

Course Description:

The broad goals of this seminar include:

1. Supporting student learning about human emotions and cognition, their neurological and experiential underpinning to interpersonal interactions, mindsight, as well as the nature and dynamics of conflict, behavioral and cultural issues underlying interpersonal, group, and inter-group conflict, and strategies to resolve and reduce the negative impact of conflict;
2. Facilitating the enhancement of students' emotional and social intelligence, empathy, and their interpersonal communication and conflict resolution skills with an emphasis on capabilities immediately applicable to their personal and professional lives;
3. Supporting student efforts to apply conflict resolution concepts and methods to their interpersonal, group, inter-group, and organizational situations.

This course will be thought-provoking, active, challenging, and (I hope) engaging. It will include a variety of activities including: a combination of pre-class reading and writing assignments, nonfiction videos, mini-lectures, case studies, group discussions, interactive exercises, small group activities, in-class group presentations, role-playing, real life experience exploration, as well as reviews or rehearsals, and related individual objective setting and action planning. These activities involve participants in a broad range of conceptual, analytical, and behavioral skill-building efforts.

Class Dates, Location and Hours:

Dates: June 5 – 10, 2018

Location: Spangdahlem AB, Germany. Students should check with Site Director for classroom location.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: May 7, 2018

Site Director: email:

Email: apspangdahlem@ou.edu. Phone: DSN 452-7555, CIV 06565-61-7555.

Professor Contact Information:

Course Professor: Marilyn A. Durbin

Mailing Address: 502 Sequoyah Trail
Norman, OK 73071

Telephone Number: 405-613-2710 (cell)

E-mail Address: Marilyn.A.Durbin-1@ou.edu

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session and by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at www.oklahoma.bkstr.com is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Mayer, B. S. (2012). *The dynamics of conflict: A guide to engagement and intervention* (2nd ed.). New York: John Wiley & Sons. ISBN 9780470613535.
2. Runde, C. & Flanagan, T. (2010). *Developing your conflict competence: A hands-on guide for leaders, managers, facilitators and teams*. New York: John Wiley & Sons. ISBN 9780470505465.
3. Weeks, D. (1994). *The eight essential steps to conflict resolution*. New York: Penguin Group. ISBN 9780874777512.
4. PBS, Corporation for Public Broadcasting, *This Emotional Life: In Search of Ourselves...and Happiness*. (a set of three DVDs), Nova/WGBH Educational Foundation, Science Unit and Vulcan Productions, Inc. 2009.
5. Handouts will be sent by email to students a few days before the class begins, with a second batch following later in the week of class. These will be used during class. Some handouts will be distributed to students during class sessions.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives:

As a result of this seminar, students will

- Recognize several contemporary theories and concepts regarding the nature of conflict which pertain to interpersonal, group and inter-group relations;
- Discuss these issues, also observe, and identify related dynamics through a combination of media-based and live interactions;
- Recognize the linkages among a range of human emotions, emotional and social intelligence, interpersonal neurobiology, positive psychology, and additional contemporary sources in psychology and social psychology as related to power, anger and related emotions, conflict, and conflict resolution;
- Recognize the major elements of interpersonal communications and conflict resolution methods; demonstrate the application of these methods and skills in role-play, real case situations, and other activities;
- Demonstrate an understanding of conflict and conflict resolution issues and approaches through case study analysis, small group work and related presentations, discussion, and written essays;
- Apply the knowledge and skills learned from this seminar to personal and professional situations and demonstrate your understanding through case study analysis, written assignments, and the demonstration of skills through role play and other activities.

Course Outline:

1. Course introduction and overview
2. Individual considerations, including emotional and social intelligence, human emotions, interpersonal neurobiology considerations, and other issues that affect our relationships, reactions, and approaches to conflict
3. The role and importance of societal factors, including culture, perception, expectations, attributions (including attribution error), stereotypes, and their impacts on the generation of conflict and approaches to it
 - a. Interpersonal communication skills and their applications to conflict and methods to support conflict management and conflict resolution:
 - b. The effective and ineffective use of questions and other forms of inquiry
 - c. Attending, active listening, and responding skills, including discerning our emotions and those of others and the effective expression of empathy
 - d. Expressive and concrete forms of communication
4. Assertive communication and the skill of useful feedback
5. The nature and dynamics of conflict, including its moves, counter moves, and related patterns of behavior
6. The effects of power-- personal power and social power – on personal experience, interpersonal relations, as well as their effects on the nature of conflict, functional and dysfunctional approaches, and strategies to manage or resolve conflict
7. Conflict styles, dysfunctional and functional approaches to conflict and to conflict resolution, including:
 - a. The nature of game playing, the role of blame, demeaning others or other negative forms of behavior, and related interpersonal patterns and their impacts
 - b. The application of interpersonal skills to conflict resolution
 - c. Methods and steps to support conflict resolution, including approaches that strengthen relationships while resolving conflict.

Assignments, Grading and Due Dates:

Attendance, participation, reading of the texts, handouts, and designated Videos are required. Course requirements fall into three categories: (1) Participation and effective completion of in-class assignments and activities, (2) two short pre-class papers, and (3) a final paper, the latter due three weeks from the conclusion of the course (1/3/17).

Pre-class assignments

Initial tasks – 2% of grade

1. **Approximately a month before the beginning of class**, send me an email (Marilyn.A.Durbin-1@ou.edu) and put the title of the course in the subject line.
2. I will respond with an email to you and will attach a short questionnaire. Please return the questionnaire. This will give me a better idea of each student's prior education, training and experience as related to conflict resolution. Your responses will support my tailoring the class to meet student interests and experience.

Pre-class Preparations, reading and written assignments – 33% of grade

1. **Watch the first of three DVD discs** from the video set, *This Emotional Life: In Search of Ourselves ...and Happiness*. The first DVD in the set is entitled *Family, Friends & Lovers*. Watching this and the other DVDs provides a relatively fast means of exploring a range of emotional and cognitive issues that affect human relations and represent underlying factors involved in conflict situations. After reading the

first two of your texts (listed below), **write an essay of at least two pages, relating a topic featured in the first DVD to issues associated with conflict, its resolution and potential for building healthy relationships. (essay #1)**

2. Second, read the text, *The Dynamics of Conflict Resolution: A Practitioner's Guide* by Bernard Mayer. Based upon your understanding of the text, select a theme, either regarding the nature of conflict or a related approach to conflict resolution, and **write an essay of three pages or more. Explain the meanings and potential implications of this information.** Demonstrate effective writing skills and citations in your preparation of this essay. **(essay #2)**
3. Third, read *Developing Your Conflict Competence* by Runde and Flanagan (2010). We will work from parts of this book for some in-class exercises. **Select a particular topic from the text and write an essay explaining the nature and functions of this topic relative to the resolution of conflict. (essay #3)**
4. Fourth, read *The Eight Essential Steps to Conflict Resolution* by Weeks, D. (1994). This is a “fast read.” If time constraints affect reading before class begins, you could read it during the week before the weekend sessions. We will work with the content of this book during the weekend.

You may send me your three short papers by email prior to the Saturday session of the class.

Participation, effective completion of in-class assignments, and activities – 28% of grade

This course requirement pre-supposes the active engagement of students throughout the class period. Participants will be involved in a variety of in-class activities, small group assignments, and additional videos. Activities include the daily completion of short feedback forms, group presentations, etc. Participants’ active involvement in these efforts supports their earning 28% of their grades.

Post-class papers – 37%

Following the conclusion of the class, watch the third of the DVDs from the set *This Emotional Life: In Search of Ourselves ...and Happiness*. (The third DVD is entitled, *Rethinking Happiness*.) **In a brief two-page essay, write about a topic addressed in the third DVD and the importance of that topic to issues associated with conflict and its resolution. (essay #4)**

Following the conclusion of the class, select a theme that pertains to at least two of the three texts, and **write a paper demonstrating your understanding of the content and the implications you identify.** Select at least one book that you did not address in your initial papers. In addition, relate your explanations about this theme to information and/or experiences in class. **This paper should involve at least three pages, reflect the quality of writing expected of a graduate student and include appropriate citations.**

The two post-class papers will be due to me within three weeks after the end of class (by 6/27/18).

If you have questions about these assignments, feel free to send me an email, and I will attempt to provide additional clarification. Also by the second evening of class, I will respond to questions about these assignments and provide additional clarification, as needed.

Grading:

This is a letter-graded course: A, B, C, D, or F.

Assignment	Due Date	Percent of Grade
Initial Tasks	Between one month or two weeks before class starts	2%
Reading, watching assigned videos, and writing two pre-class essays, which should be sent by email to me	Emailed by Monday night before the first class session	33%
Participation, completion of in-class assignments and activities	During course sessions	28%

Assignment	Due Date	Percent of Grade
Completing assigned readings and watching the last of the assigned videos. Students will write two, brief post-class papers, emailed them to me.	2.5 weeks after the last day of class (by 6/27/18)	37%

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.

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

Marilyn A. Durbin

Education

- Masters of Arts Degree (MA), Human Relations, University of Oklahoma
- Bachelors of Arts Degree (BA), Philosophy, University of Oklahoma
- Extensive post-graduate, professional training received over a thirty-seven year time frame from professional associations and institutes, including several through NTL (National Training Laboratory, Institute in Applied Behavioral Science). These professional seminars and training involved human resource development (HRD), performance technology, and organization development consulting, including training in process consultation, group facilitation, team building, and socio-technical systems design.

Current Positions

- Adjunct Assistant Professor, University of Oklahoma, Advanced Programs assistant professor from 1973 through 1985 and from 1995 through 2011; also taught undergraduate courses through the College of Liberal Studies (1997-2006).
- Project Manager - Program development, group facilitation, consultation and training – Center for Public Management, University of Oklahoma.
- Prior background includes management and professional positions in corporate, federal, state, and nonprofit organizations throughout a forty year time frame. Background includes twenty years HRD related management positions, primarily in corporate and nonprofit organizations.

Frequently Taught Advanced Programs Courses

Most Recent Courses

- Applied Interpersonal Dynamics, 2007 - 2013
- Issues in Human Relations Training, 2006 - 2011
- Conflict Resolution in Human Relations, 2006 - 2015
- Process Consultation, 1999 – 2002
- Seminar in Group Dynamics, 1995 - 2015

Earlier Courses

- Advanced Group Dynamics
- Interpersonal Dynamics
- Nonverbal Behavior in Human Relations

Miscellaneous Additional Courses

- Seminar in Organizational Change and Development
- Leadership in Organizations
- Training Interventions and Practice
- Issues in Human Relations Training
- Human Relations in Industry

Undergraduate Liberal Studies Courses – 1997 - 2006

- Conflict Resolution, 1997 – 2006
- Introduction to Liberal Studies, Administrative Leadership Concentration, 1997 – 2005

Major Areas of Teaching and Research Interest

- Human resource development
- Interpersonal communications, helping skills and nonverbal behavior
- Conflict resolution
- Process consultation and organization development
- Group dynamics – group problem solving, participatory decision-making and facilitation

- Intergroup relations
- Issues of class and poverty in America

Representative Publications and Presentations

Numerous internal, proprietary publications, articles, instructional manuals, and training materials developed for corporate, nonprofit, federal and state agencies while in those organizations' employ over a thirty year time frame

Representative Honors and Awards Received

Numerous professional achievement awards received from corporate, university and federal employers