
GENERAL INFORMATION

PROFESSOR INFORMATION

Instructor:

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COURSE DESCRIPTION AND PURPOSE

COURSE DESCRIPTION

This Global Learning course examines the dynamics of everyday conflicts across a variety of settings, from personal relationships to the workplace. The overall purpose of the course is for students to enhance and strengthen their skills when managing conflict. Students will draw on their own experiences and case studies to learn the principles of conflict and the techniques for productive management. Both theory and application will be stressed, with an emphasis on their interrelation.

COURSE PREREQUISITE

There are no prerequisites for this course.

COURSE OBJECTIVES

By the end of the course, students should be able to:

- Identify the elements of conflict.
- Examine metaphors that people use to describe conflict.
- Conduct a conflict analysis of a specific personal and professional conflict.
- Clarify the impact gender and culture has on conflict choices.
- Explain typical conflict reactions in your family of origin and their impact on you.
- Describe the types of goals people try to accomplish in conflict.
- Distinguish between different styles of conflict (both individually and collectively).
- Explain how power is best seen as relational rather than individual.
- Apply the principles of emotions in conflict.
- Recognize the role of negotiation in conflict resolution.
- Distinguish among mediation, arbitration and adjudication.
- Discuss the different types of apologies and advantages of forgiveness and reconciliation.

GLOBAL LEARNING OUTCOMES

By the end of the course, students should be able to:

- Recognize and analyze sources of cross- cultural conflicts (i.e. misunderstanding of language or cultural interpretations, allocation of resources, conflicting values, mistrust, or exploitation, etc.).
- Explore cultural influences, such as individualism/collectivism, high/low power context and gender, on conflict and dispute resolution.
- Consider the implications of values and attitudes held by self and others about conflict styles and intervention methods.
- Describe different multicultural practices of the process of forgiveness and reconciliation among cultural groups (i.e., Pacific Islanders, Native Americans, Americans, and Africans, etc.).

IMPORTANT INFORMATION

POLICIES

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Please visit our [Technical Requirements](#) webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

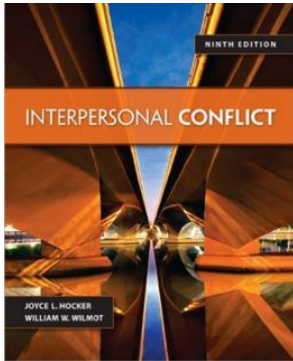
Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

PROCTORED EXAM POLICY

There are no proctored exams for this course.

TEXTBOOK



Wilmot, W., & Hocker, J. (2014). **Interpersonal Conflict (9th Ed)**. New York: McGraw-Hill.

ISBN: 978-0-07-803693-4

Interpersonal Conflict explains the key dynamics of personal conflicts that we all face. Written for courses such as Communication and Conflict, Interpersonal Conflict, Conflict Management, Conflict and Negotiation, and Conflict in Personal Relationships, this textbook examines the central principles of effective conflict management in a wide variety of contexts--whether at home or on the job. Its combination of up-to-date research and examples gives students a theoretical and practical foundation in conflict management.

EXPECTATIONS OF THIS COURSE

This is an online course, meaning that the entire course will be conducted online. Performance expectations in an online course are the same as a traditional face-to-face course.

Students are expected to:

- Enroll in Blackboard Learn Orientation Course to increase their understanding of how Blackboard works <http://online.fiu.edu/futurestudies/practicecourse>
- Purchase the book before or within the first week of class.
- Follow instructions and ask questions when you are uncertain of the course material.
- Be aware of the assignments and their respective due dates.
- Log in to the course at least 3 times per week.
- Respond to emails/messages within 2 days.
- Set your own boundaries for sharing.

Given the content of this course, class participation guidelines are:

- Respect confidentiality.
- Respond respectfully to different experiences and perspectives.
- Focus on your own learning and reflections.
- Understand your comfort zones, learning edges, and triggers.

The instructor will:

- Log in to the course 5 number of times per week.
- Respond to emails/messages within 2 days.
- Grade assignments in a timely manner and provide group or individual feedback.

LATE POLICY

Late written work will be penalized 20% of possible points, and no late assignments will be accepted after one week beyond the due date.

ACADEMIC INTEGRITY

This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards. Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. As a student of this university:

- **I will be honest in my academic endeavors.**
- **I will not represent someone else's work as my own.**
- **I will not cheat, nor will I aid in another's cheating.**

All students are deemed by the university to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. By taking this course I promise to adhere to FIU's Student Code of Academic Integrity. For details on the policy and procedure go to [ACADEMIC MISCONDUCT](http://online.fiu.edu/currentstudents/academicmisconduct)(<http://online.fiu.edu/currentstudents/academicmisconduct>).

ASSISTANCE FOR STUDENTS

The Learning Center is available to assist students in the organization and writing of their papers. The website for the Learning Center is: <http://learningcenter.fiu.edu>

Students with special needs: I understand that there is [Office of Disability Services](http://drc.fiu.edu/) (<http://drc.fiu.edu/>) available to me should I need it. It is my responsibility to contact them to process my request to have my needs met. I need to follow their procedures as to proper notification to the instructor.

RELIGIOUS HOLIDAYS

The University's policy on religious holy days as stated in the University Catalog and Student Handbook will be followed in this class. Any student may request to be excused from class to observe a religious holy day of his or her faith.

COURSE DETAIL

COURSE COMMUNICATION

Communication in this course will take place via the discussion board for content questions and email for private issues/concerns. The instructor will communicate with students using the email message in Blackboard; therefore, please check Blackboard email regularly.

ASSIGNMENTS

CASE STUDIES

Case studies allow students to apply their theoretical knowledge from the assigned readings to specific cases. Students are expected to demonstrate prior knowledge (from prior chapters) and current knowledge to each case. Your cumulative knowledge is required for optimal conflict analysis. Please review the assignment requirements for this course below.

Case Studies Requirements:

1. Review the **Assignment Rubric** for the grading criteria before starting each assignment, if you want to be successful in this course.
2. Integrate the **readings** in your responses and cite the authors/textbook as necessary.
3. If your work contains charts, diagrams or tables, please save your work as a **PDF** file to avoid distortion of your diagram(s) during upload, which tends to happen.
4. Answer discussion questions in **“question and answer”** format, that is, provide the questions and answers when submitting their work. I am expecting short- **answers** that are concise, well written, and supported by the text. Basically, demonstrate that you read the readings and can integrate the material.
5. Upload all written assignments to Blackboard, using the **Turnitin**
6. **Proofread** your writing; excessive typos, spelling errors may be subject to a re-write.
7. Use a **cover page** and include your name, date, and name of assignment
8. **Insert** page numbers in your assignment, 1 inch margins, and font size 12.
9. Use APA 6th writing style for all citations and references. If you are unfamiliar with APA, please review the following links : <http://flash1r.apa.org/apastyle/basics/index.htm> or <http://owl.english.purdue.edu/owl/section/2/10/>

DISCUSSION FORUMS

The purpose of the discussion forum is to foster student engagement and interaction. Please review the discussion requirements for this course below

Discussion Requirements:

1. Review the **Discussion Rubric** for the grading criteria before starting each assignment, if you want to be successful in this course.
2. Posting Instructions:
 - a. Proofread discussions before **posting**:
 - b. If your work contains charts, diagrams or tables, please save your work as a **PDF** file to avoid distortion of your diagram(s) during upload, which tends to happen.
 - c. Students must first post their own work in order to view or reply to other students' discussions in the forum. Be sure your work is complete before posting.
3. Integrate the **readings** in your responses.
4. Answer discussion questions in **"question and answer"** format, that is, provide the questions and answers when submitting their work. I am expecting short- answers that are concise, well written, and supported by the text. Basically, demonstrate that you read the readings and can integrate the material.
5. Critically **reply to at least one student's post**. Merely replying that you "agree" or that you "like" the post is NOT a critical reply. Critical replies add to or extend the discussion, offer different perspectives or provide explanations for agreeing/disagreeing.
6. Reply to students' postings by the following **Tuesday (11:59pm)** after the discussion is due. I am giving you this time to read and critically reply. Keep in mind that students learn from each other.

QUIZZES

There are 10 quizzes in this course. Students will have **60 minutes** and **1 attempt** to complete each chapter quiz in Blackboard. Please note the quizzes are not meant to be open-book. The **quizzes** will consist of True/False questions that require critical thinking. Therefore, critically read each chapter, including the scenarios and dialogues that are in each chapter.

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

FINAL PAPER/PROJECT

There is one Final Paper/Project in this course. Students will select and analyze a real-life conflict. This project allows student to interconnect their knowledge gained throughout the semester into one comprehensive paper/project.

EXTRA

Survey Feedback Survey

Extra credits are available; see course assessment section of this syllabus.

GRADING

COURSE ASSESSMENTS	NUMBER ITEMS	POINTS	TOTAL POINTS
Case Studies	6	40	240
Discussions	6	10	60
Quizzes	10	20	200
Final Project/Paper	1	100	100
Total Class Points			600
EXRTA CREDIT	NUMBER ITEMS	POINTS	TOTAL POINTS
Student Feedback Survey	1	15	15

Letter Grades with Percentage	Points	Letter Grades with Percentages	Points
A 95 - 100%	570-600	C+ 77 - 79%	462-479
A- 90 - 94%	540-569	C 70 - 76%	420-461
B+	522-539	D	360-419

87 - 89%		60 - 69%	
B	498-521	F	359 and below
83 - 86%		0 - 59%	
B-	480-497		
80 - 82%			

COURSE CALENDAR

WEEKLY COURSE SCHEDULE

Important: The course week runs from Monday to Sunday. Weekly coursework is due on Sunday by midnight (EST). Reply to students' postings by the following Tuesday (11:59pm) after the discussion is due. I am giving you this time to read and critically reply because students learn from each other.

MODULE #	DATES	MODULE TOPICS	WEEKLY TASKS
	Jan 9 - Jan 15	Introduction	Read Course Syllabus Review Module Outline and Content Discussion: <i>Introduction</i>
1	Jan 16 - Jan 29	The Nature of Conflict & Conflict Styles	Chapter 1: The Nature of Conflict Chapter 5: Conflict Styles Learning Activities: Chapter Quizzes, Case Study, and Discussion
2	Jan 30 - Feb 12	Interests and Goals in Conflict	Chapter 2: Perspectives on Conflict Chapter 3: Interests and Goals Learning Activities: Chapter Quizzes, Case Study, and Discussion
3	Feb 13 - Feb 26	Power and Emotions in Conflict	Chapter 4: Power: The Structure of Conflict Chapter 6: Emotions in Conflict Learning Activities: Chapter Quizzes, Case Study, and Discussion
4	Feb 27 - Mar 12	Mapping Conflicts & Interpersonal Negotiation	Chapter 7: Analyzing Your Conflicts Chapter 8: Interpersonal Negotiation Learning Activities: Chapter Quizzes, Case Study, and Discussion
SPRING BREAK Mar 13 - Mar 19			

5	Mar 20 – Apr 2	Third-party Intervention	<u>Chapter 9: Third-party Intervention</u> Learning Activities: Chapter Quiz, Case Study, and Discussion
6	Apr 3 – Apr 16	Forgiveness	<u>Chapter 10: Forgiveness</u> Learning Activities: Chapter Quiz, Case Study, and Discussion Extra Credit: Student Feedback Survey Complete Course Evaluation (in PantherSoft)
7	Apr 17 – Apr 29	Final Paper / Project	Final Paper / Project

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