

<b>Course ID:</b>	<b>Course Title:</b>	<b>Spring 2017</b>
	<b>The Gift of Conflict</b>	<b>Prerequisite:</b>
		<b>Credits: 3</b>

**MODULE FORMAT CLASS**

Class Information		Instructor Information		Important Dates	
<b>Days:</b>		<b>Instructor:</b>	Rev. Dr. Clint Mix (DMin)	<b>First day of classes:</b>	May 14, 2018
<b>Time:</b>		<b>Email:</b>	clintmix@rogers.com	<b>Last day to add/drop, or change to audit:</b>	End of the first day
<b>Room:</b>		<b>Phone:</b>	587 284 9973	<b>Last day to request revised exam:</b>	n/a
<b>Lab/ Tutorial:</b>		<b>Office:</b>		<b>Last day to withdraw from course:</b>	1 pm on the 4 <sup>th</sup> day of classes
		<b>Office Hours:</b>	By appointment only	<b>Last day to apply for coursework extension:</b>	June 15, 2017
<b>Final Exam:</b>	N/A			<b>Last day of classes:</b>	May 18, 2018

### Course Description

This course will lay a biblical and theological foundation for how we should address conflict that will arise. This will include a biblical rationale and examples from Scripture for how conflict can become a gift to the church, mission/ministry organization, market place, as well as a gift to the individual. Consideration will be given to the primary causes for conflict and how these causes can be redirected in a positive manner. Biblical reflection on forgiveness and reconciliation will also be included. Case studies and mediation processes will round out the course.

### Expected Learning Outcomes

1. The successful student will take an approach towards conflict that is shaped by the example of Christ, Scripture and key theological concepts.
2. The successful student will be able to identify the causes of conflict and, be equipped to redirect the issue from having a negative impact towards (when possible) becoming a gift to the church/organization and individuals involved.
3. The successful student will be become equipped with a biblical understanding and approach towards forgiveness, reconciliation and restoration.
4. The successful student will become familiar with conflict mediation approaches that are applicable in ministry and market place settings.

## Textbooks

Bullard, George W. *Every Church Needs a Little Conflict*. St. Louis, MO: Chalice Press, 2008. ISBN 978-0-827208-19-3

Halverstadt, Hugh F. *Managing Church Conflict*. Louisville, KY: Westminster John Knox Press, 1991. ISBN – 13: 978-0-664-25185-7

Steinke, Peter L. *Congregational Leadership in Anxious Times*. Herndon, VA: The Alban Institute, 2006. ISBN 978-1-56699-328-9

Volf, Miroslav. *Exclusion and Embrace*. Nashville, TN: Abingdon Press, 1996. ISBN – 13: 978-0-687-00282-5

## Course Schedule

Unit One: Introduction, Course Expectations

Unit Two: Biblical and Theological Perspectives on Conflict

Unit Three: Causes of Conflict

Unit Four: Gift of Conflict

Unit Five: The Christian Leader, Criticism and Conflict

Unit Six: Biblical Forgiveness and Reconciliation

Unit Seven: Case Studies

Unit Eight: Mediating Conflict One

Unit Nine: Group Work

Unit Ten: Group Presentations

## Requirements:

### 1. Group Project 20%

Students will be put into small groups where they will choose an actual (and appropriate) conflict that one of the students is aware of or has been involved in. (Appropriate pseudonyms and other approaches will be used to guard confidentiality).

Time will be given through the week for preparation.

Students will give a twenty to twenty five minute class presentation on the conflict, integrating as much class material (teaching content and text book input) as is both suitable and appropriate. Further instruction will be given in class and the professor will be available to guide the small groups. The size of the small groups and the time of the presentations will be adjusted according to the number of students in the course.

**Basis of Grade:** Integration of class material (emphasis on how conflict was or could've been a "gift.") Additional areas of grading will include teamwork, quality of presentation and transferability of the material presented to the class.

**Expectation:** Twenty to Twenty – Five minute group presentation

**Due:** May 18, in class presentation.

**Value:** 20% of final mark

## 2. Self Reflective Paper

Students will write an eight to ten page self reflective paper. The paper should focus on how the student has responded to criticism and conflict in the past, learnings about how a Christian leader should address conflict from Scripture, theology, the course material and course text books and how the student has equipped themselves for dealing with criticism and conflict in the future.

While this is a self reflective paper it is expected that solid academic rigor be applied to the paper.

The first person pronoun "I" is appropriate in the self reflective parts of the paper.

**Basis of Grade:** Self awareness in relationship to criticism and conflict, integration of appropriate sources in regards to new learnings and practicality of steps that the student will put into place for dealing with criticism and conflict in the future.

**Expectation:** Eight to Ten (8-10) page paper.

**Due:** June 4, 2018

**Value:** 35% of final mark

## 3. Write paper on one of the following topics.

### a. Theological and biblical perspective on forgiveness, reconciliation and restoration.

Students will review the appropriate concepts and texts related to this area and integrate their own thoughts with them. Sadly, the vast majority of church conflicts end in un-forgiveness and separation, this paper will provide ways to encourage forgiveness, reconciliation and restoration to become the reality in the lives of those involved in the conflict.

### b. The issue of Church Discipline

The student is expected to examine the Biblical views of church discipline, how it is applied or practiced in the context of church conflicts, and comment on its appropriateness.

### c. Ethnic Influence in Church Conflict

In this paper, you are expected to discuss the influence of a particular culture, say, West Indian, Korean, Chinese, African, Caucasian, etc. on the issues and reactions to church conflict, and possible ways to address such cultural differences appropriately. You are not expected to compare cultures. Choose only one ethnic group in your discussion.

### d. Conflicts in Para-church or Missions Organizations

Para-church organizations or Missions organizations are structured differently from churches and have different mandates from churches. In this paper, you are expected to examine some sources of conflict in either a para-church or a mission's organization (not both), the influence of the structure on such conflict, and the ways in which conflict is handled in such an organization.

e. **Denominational Influence in Church Conflict** (Please choose one denomination only)  
Denominational influences include the structure of church leadership, connectedness to the parent denomination, and established methods of dealing with conflict within the denomination. You are expected to discuss only one denomination and not to compare denominations.

f. **Mediation Guide**

For people who will be facilitating churches in conflict it is useful to have an (adaptable to the context) approach that can be utilized in empowering a church towards shalom. This paper will outline a mediation approach for helping a church in a conflict situation. It will include two to three outlines for congregational and or leadership team biblical reflection, a process to work through, an understanding of the nuances of primary denomination being served in and a section on how the mediator will maintain their own spiritual vitality despite dealing with the darker side of Christian faith.

g. **Topic of the Students Choosing**

With pre-approval from the course instructor a student can choose a topic that would be beneficial to them.

**Basis of Grade:** Alignment of the paper to the course description, academic soundness and application to the student's present or future ministry. These papers should include a minimum of ten academic sources in addition to the Bible.

**Expectation:** Eight to Ten (8-10) page paper.

**Due:** June 25, 2018

**Value:** 35% of final mark

4. **Reading, Attendance, Class Participation**

Students are expected to fully read all four course textbooks, be present (and on time!) for all classes and appropriately participate.

**Value:** 10% of final mark

**Attendance:**

Students are expected to arrive early for all classes and attend all the classes. Exceptions can only be made with the pre approval of the professor.

**Submission of Work**

Students should submit their papers to the instructor via email as a .pdf document. The papers need to be submitted in the following way:

Lastname Firstname Assignment name.pdf. An example: Mix Clint Self Reflection Paper.pdf

## Back Up of Work

Until you have received confirmation of your final grade, students are required and may be asked to produce backup copies of their assignments. In addition, computer crashes, lost files, etc., will be deemed as an inadequate reason for not submitting a paper on time. Students are strongly advised to regularly back up their work in a secure manner.

## Grade Summary:

**Grade:** A+ (90+%) 4.0; A (85-89%) 4.0; A- (80-84%) 3.7

**Description:** Excellent (exceeds expected standards in all respects)

### Definition:

- The student displays a comprehensive knowledge of the principles and materials treated in the course, fluency in communicating that knowledge and originality and independence in applying material and principles.
- The work also provides evidence of a significant awareness of and ability to interact with related scholarly literature that goes beyond the requirements of the course.
- The work exhibits few or no mechanical and stylistic errors.
- The work demonstrates proficiency in matters of grammar, spelling, sentence and paragraph structure.
- The student also demonstrates an unusual flexibility or inventiveness with words or structure that result in a striking individual style which is clear and lively in presentation without detracting from the academic nature of the work.

**Grade:** B+ (77-79%) 3.3; B (73-76%) 3.0; B- (70-72%) 2.7

**Description:** Good (exceeds expected standards in many respects)

### Definition:

- The work indicates a thorough grasp of the goals for this assignment within the context of the course.
- The work exhibits few mechanical and stylistic errors and demonstrates a reasonable organization and development of ideas.
- Ideas are clearly and logically expressed and are well supported by an obvious awareness of the relevant literature with appropriate documentation of all sources.

**Grade:** C+ (67-69%) 2.3; C (63-66%) 2.0

**Description:** Acceptable (meets expected standards)

### Definition:

- The work displays a sufficient and basic understanding of the principles and materials treated in the course. However, the expression of that understanding is impeded by any of the following:
  - lack of conceptual organization;
  - lack of development and flow of ideas;
  - inadequate use of and interaction with relevant scholarly literature;
  - inadequate documentation of sources;
  - significant inaccuracies and errors in regards to grammar and spelling;
  - significant mechanical and stylistic errors.
- Performance at this level meets graduation requirements.

**Grade:** C- (60-62%) 1.7; D+ (57-59%) 1.3; D (53-56%) 1.0; D- (50-52%) 0.7

**Description:** Poor (below expected standards)

**Definition:**

- The work reveals a lack of understanding or serious misunderstanding of the principles and materials treated in the course.
- The work lacks a clearly defined thesis and/or fails to support the thesis with appropriate research.
- The development and flow of ideas throughout the paper are significantly below standard.
- Sources are not cited appropriately and the work relies mainly on summaries and paraphrased of other people's work.
- The work contains poor sentence structure and punctuation and generally suffers by a lack of attention to matters of grammar and style.
- The work is inappropriately shorter or longer than the required length.
- While a "D" is not a failure in a particular course (i.e., the professor does not see the need for the student to repeat the course), consistent work at this level would prohibit the student from graduating.

**Grade:** F (0-49%) 0.0

**Description:** Failure

**Definition:**

- The student displays inadequate or fragmentary knowledge of the principles and materials treated in the course. The student may have failed to complete the course requirements. The work may contain plagiarized materials.

## Suggested Bibliography

This hand-picked list of books is not required reading for this course. However, they are highly recommended for broadening your perspective on church conflict management. You may also find some of these books useful for the preparation of your papers.

Becker, Penny E. (1999). *Congregations in Conflict: Cultural Models of Local Religious Life*. Cambridge University Press, Cambridge: London.

Blaine, Allen (2005). *When People Throw Stones*. Kregel Publishers, Grand Rapids, MI.

Cosgrove, Charles H. & Hatfield, Dennis D. (1994). *Church Conflict*. Abingdon Press, St. Paul: MN.

Halstead, Kenneth A. (1998). *From Stuck to Unstuck: Overcoming Congregational Impasse*. The Alban Institute, Bethesda: Alban.

Haugk, Kenneth (1988). *Antagonists in the Church: How to Identify and Deal with Destructive Conflict*. Augsburg Fortress Publishers, Minneapolis: MN.

Hicks, H. Beecher, Jr. (1987). *Preaching Through a Storm: Confirming the Power of Preaching in the Tempest of Church Conflict*. Harper Collins Canada, Toronto: Ontario.

Kale, David W. (2003). *Managing Conflict in the Church*. Beacon Hill Press, Kansas City: MO.

Lacey, Walt (1989). *How to Handle Conflict, Criticism & Difficult People in the Church*. Church Growth Institute, Oxnard: CA.

Leas, Speed (1998). *Discover Your Conflict Management Style*. The Alban Institute, Bethesda: Alban.

Lott, David B., & Leas, Speed B. (2001). *Conflict Management in Congregation*. The Alban Institute, Bethesda: Alban.

Peters, Dave (1997). *Surviving Church Conflict*. Herald Press, Scottdale: PA.

Phelps, Joseph (1998). *More Light, Less Heat: How Dialogue Can Transform Christian Conflicts into Growth*. John Wiley & Sons Inc, New York: NY.

Shelley, Marshall (1994, reprint). *Well-Intentioned Dragons: Ministering to Problem People in the Church*. Bethany House Publishers, Minneapolis: MN.

Susek, Ron (1999). *Firestorm: Preventing and Overcoming Church Conflicts*. Baker Book House, Grand Rapids: MI.

Thomas, Marlin E. (ed.) (2002). *Transforming Conflict in Your Church: A Practical Guide*. Herald Press, Scottdale: PA.

Torrance, Thomas F. (1996). *Conflict and Agreement in the Church*. Wipf & Stock Publishers, Eugene: Oregon.

Van Yperen, Jim (2002). *Making Peace: A Guide to Overcoming Church Conflict*. Moody Press, Chicago: IL.

Weigle, C. A. (1999). *War in the pews*. Essence Publishing, Belleville: Ontario.

## Ambrose University Academic Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

**Note:** Students are strongly advised to retain this syllabus for their records.