

CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY
PCTS-2190C: Peace Skills – Dialogue as a Peacebuilding Process
Session I: June 11-15, 2018

Course Syllabus

Instructor: Paulo Baleinakorodawa; MA Conflict Transformation –Eastern Mennonite University
Email: valejumi@gmail.com
Lecture times: 8:30am-5:00pm, Monday to Friday
Office hours: After class

Last date for voluntary withdrawal without academic penalty: July 15, 2018

COURSE DESCRIPTION

In a culturally and socially diverse society, discussion of differences is needed to facilitate understanding and build relationships among people. Through this course, students will explore their own and others' narratives in various social and institutional contexts, while learning from each other's perspectives and from the practice of dialogue. Students will expand options for taking action to create change and bridge differences at the interpersonal and social/community levels. This course is valuable for those engaged in group and community processes.

This course is offered in partnership with Resolution Skills Centre (RSC) and Mediation Services and counts as 2 days of elective credit towards an RSC certificate.

OBJECTIVES

After successful completion of this course students should have:

- Gained a deeper understanding of what dialogue is as a peacebuilding process
- Explored various dialogic approaches to bring about deeper understanding in social conflicts
- Learnt and practiced specific dialogue tools that allow sustainable conversations on issues that matter without the use of violence
- Reflected on appropriateness of dialogue approaches and tools in various cultural and social contexts.

REQUIRED TEXTBOOKS

***It is the participant's responsibility to order texts online, as e-books or from local book-sellers ahead of time.**

1. Schirch, Lisa and David W. Camp. 2007. *The little book of dialogue for difficult subjects: a practical, hands-on guide*. Intercourse, PA: Good Books.
2. Pruitt, Bettye and Philip Thomas, eds. 2007. *Democratic Dialogue – A Handbook for Practitioners*. CIDA, IDEA, OAS, UNDP.
[http://www.undp.org/content/dam/undp/library/crisis%20prevention/democratic%20_dialogue.pdf](http://www.undp.org/content/dam/undp/library/crisis%20prevention/democratic%20dialogue.pdf)
3. Ropers, Norbert. 2017. *Basics of Dialogue Facilitation*. Edited by Beatrix Austin, Anna Köhler & Anne Kruck. Berlin/Tübingen: Berghof Foundation. <http://www.berghof->



foundation.org/fileadmin/redaktion/Publications/Other_Resources/Ropers_BasicsofDialogueFacilitation.pdf

4. Brown, Juanita, and David Isaacs. 2005. *The World Café: shaping our futures through conversations that matter*. San Francisco, CA: Berrett-Koehler Publishers.

TEACHING APPROACH

In addition to lectures, there will be opportunity for interactive exercises, exploring case studies with guests, student interaction and a small group project. Students will be expected to keep up with readings and actively engage in class activities.

COURSE REQUIREMENTS AND DEADLINES (for credit)

The following are the general outlines of requirements for those taking the class for credit. Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course. Assignments can be submitted in person during the course or via email to the instructor.

ASSIGNMENTS	DUE DATE	VALUE
1. Book Review	June 11	20%
2. Daily journal	July 6	30%
3. Major Assignment	August 11	35%
4. Participation		15%

ASSIGNMENT DESCRIPTION

1. Book Review

Participants will write a book review of *The Little Book of Dialogue for Difficult Subjects: A Practical Hands-on Guide*. The review should include a short summary of the book, background information about the author and topic, and an evaluation of the content (strengths/weaknesses, application opportunities, interaction with other authors, etc.)

Assume that your audience has not read the book when writing the short summary. In the summary, address the main topics and ideas and explain why they matter. When writing the background, research the topic and compare information from other readings on dialogue with the authors' approach to the topic. Include some information about the authors so the audience understands the content. Conclude the review with your evaluation of the book which includes not only your opinion but your assessment of the book's strengths and weaknesses and how well it met its objectives as a practical hands-on guide for dialogue.

Due: June 11, 2018

Length: 5-7 pages

Value: 20%

2. Daily Journals

Each day the participants will be required to reflect on the insights and learning regarding the dialogue theories covered, readings, classroom discussions, and how they will apply these learning in real life situations in their contexts. Include specific references to one of the readings in each entry. These reflections should be two to three pages in length and compiled at the end of the course with an opening and closing for the "package." As well, each morning, participants should be prepared to share something of the previous day's learning within the classroom discussion.

Due: June 25, 2018

Length: 2-3 pages per entry plus opening and closing

Value: 30%

3. Major Research Assignment: A Dialogue Process Design

The purpose of this assignment is to create a dialogue design for a community conflict. Participants will identify a current conflict in their community and design a dialogue process to respond to the conflict.

The paper should include the following:

- (a) A description of the conflict - the context in which the conflict is happening, the parties involved directly and indirectly, the key issue(s) in the conflict, the impact the conflict is having in the community as a whole, how the conflict is affecting women, children, youth, disabled and men differently. Utilize documentation to describe the situation.
- (b) A detailed description of the proposed dialogue process – how will you begin with your preparation and why will you begin in that particular way, who will you involve in the process and what their specific roles will be, how long will the dialogue process go? What happens at each stage/step of the dialogue process, how you will deal with the different dynamics in the process, e.g., a group of key participants refuses to engage during the dialogue? How will you close the dialogue process?
- (c) The specific dialogue tools that you are going to use in the dialogue process e.g., the circle process – when and why in the dialogue process you will use the tools i.e., what the tools are meant to achieve and other variations to the tool you will use that are appropriate to the context of the dialogue.

Due: August 11

Length: 10 - 15 pages

Value: 35%

4. Course Participation

Your class participation mark will be determined based on evaluation of both your attendance and by active presence/participation within class discussions, journal sharing, and group activities.

Value: 15%

STYLISTIC REQUIREMENTS

CMU has adopted the following as its standard guide for all academic writing:

Hacker, Diana. *A Pocket Style Manual*. Sixth edition. Boston and New York: Bedford/St. Martin's, 2012.

The final paper should follow an accepted academic format for citations, bibliography, etc. (e.g. APA, Chicago, MLA). You may choose the format but whichever you use, be sure to use it properly and consistently.

ADDITIONAL NOTES

1. All material referred to in any assignment MUST be appropriately referenced. Plagiarism is a serious matter. Students should be aware of CMU Academic Policies, particularly those regarding academic misconduct (plagiarism and cheating), which apply to all University courses. These are detailed on CMU's website (<http://www.cmu.ca/students.php?s=registrar&p=policies>) and in the CMU Calendar (also available online: <http://www.cmu.ca/academics.php?s=calendar>). In your papers, be sure to avoid any form of *plagiarism*. If you have doubts about what is appropriate, a useful website is <http://www.indiana.edu/~istd/>. Plagiarism is a serious issue and will result in grade reduction or action by the university (see university policy on this).



2. Assignments are due as scheduled. Assignments will be assessed a four percent (4%) late penalty per day until they are submitted. I will not accept assignments more than two weeks late except in cases of verifiable medical or family emergency.
3. I encourage all students to take up any concerns/questions regarding grades, first with the instructor, then with the Associate Dean of Program, Ray Vander Zaag. The CMU Calendar outlines its appeals process clearly.
4. Email: Substantive discussions are best done person to person, not electronically. So email can be used to set up personal appointments, inform the instructor if you'll be late for class, and so on, but not for engaging in substantive discussions.

EVALUATION

In general, I expect you to *follow the guidelines* of the assignment and to discuss deviations from them with me before turning it in. In evaluating your work, *quality* is more important than quantity. I appreciate creativity, clear expression of ideas, evidence of engagement with the reading and class sessions, and projects that are of real interest and value to you.

Good communication skills are essential for justice and peacebuilding work. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented.

Each completed assignment will be given a numerical grade (according to its value toward the final grade) and the corresponding letter grade. The final mark for each student is determined by the sum total of all numerical grades, which is then assigned a letter grade according to the scale below.

LETTER GRADE/PERCENTAGE SCALE

Letter Grade	Percentage	Grade Points	Descriptor
A+	95-100	4.5	Exceptional
A	88-94	4	Excellent
B+	81-87	3.5	Very Good
B	74-80	3	Good
C+	67-73	2.5	Satisfactory
C	60-67	2	Adequate
D	50-59	1	Marginal
F	0-49		Failure

Criteria	A - Excellent	B - Competent	C - Below Expectations
CONTENT (quality of the information/ideas and sources/details used to support them)	- has clarity of purpose - has depth of content - displays insight or originality of thought - demonstrates quality and breadth of resources	- has clarity of purpose - has substantial information and sufficient support - contains some originality of thought - uses quality resources	- has clarity of purpose - lacks depth of content and may depend on generalities or the commonplace - has little originality of thought - uses mostly quality resources

STRUCTURE (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	- is coherent and logically developed -uses smooth transitions	- is coherent and logically (but not fully) developed -has some awkward transitions
CONVENTIONS (appearance of the writing: sentence structure, usage, mechanics, documentation)	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation
STYLE (personality of the writing: word choice, sentence variety, voice, attention to audience)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read

NOTE: The *CMU Student Handbook* is a useful guide for further information on CMU policies regarding grades, academic misconduct, and appeals. Grades are not final until vetted and approved by the Dean’s Office.

FINAL DATE FOR WITHDRAWAL

Final date to withdraw from this course without academic penalty is July 15, 2018.

If a student is unable to complete the requirements of a course by the end of the semester, the student must submit a written appeal for an “incomplete” to the Registrar’s office: spenner@cmu.ca. The student should seek the instructor’s support for the appeal and submit the appeal before August 21. If the student’s appeal is granted, the instructor will enter a grade of I (for incomplete) accompanied by a temporary grade (which is based on completed work and assigns a value of zero for uncompleted work). Instructor grades are due by August 21st. If the student completes the remaining work within the extension period, the grade will be recalculated and the incomplete status will be removed. If the student does not complete the work within the extension period, the incomplete status will be removed and the grade will remain as originally entered. The maximum extension is: December 1, for courses ending in August.

SCHEDULE, TOPICS & READINGS*

*This schedule, along with assigned readings, may be adjusted slightly in response to pace of discussion, availability of guests, and other scheduling issues. The instructor will provide advance notice of any changes.

Monday, June 11, 2018

CSOP Opening

Morning: Introductions, Expectations & Course Overview

Afternoon: Defining Dialogue & How Dialogue Contributes to Change

Readings:

1. *Democratic Dialogue: A Handbook for Practitioners* –pg 19-43
2. Berghof Foundation, eds. 2012. “Berghof Glossary on Conflict Transformation: 20 notions for theory and practice.” Berlin, Germany: Berghof Foundation Operations GmbH.
http://www.berghof-foundation.org/fileadmin/redaktion/Publications/Books/Book_Glossary_Chapters_en/glossary_2012_complete.pdf

Tuesday, June 12, 2018

Morning: The Dialogic approach

Afternoon: Designing the Dialogue Process

Readings: *Democratic Dialogue: A Handbook for Practitioners* – pg 49; 74-103

Wednesday, June 13, 2018

Morning: Dialogue Facilitation

Afternoon: Dialogue Tools & Practice

Readings:

1. *Democratic Dialogue: A Handbook for Practitioners* – pg 110 – 112
2. Ropers, Norbert. 2017. *Basics of Dialogue Facilitation*. Edited by Beatrix Austin, Anna Köhler & Anne Kruck. Berlin/Tübingen: Berghof Foundation. http://www.berghof-foundation.org/fileadmin/redaktion/Publications/Other_Resources/Ropers_BasicsofDialogueFacilitation.pdf
3. Bojer, Marianne Mille, Heiko Roehl, Marianne Knuth, and Colleen Magner. 2008. *Mapping Dialogue: Essential Tools for Social Change*. Chapter One: Foundations: 18-30. Chagrin Falls, Ohio: Taos Institute Publications.
http://www.pdf.net/assets/uploads/publications/Mapping%20DialogueTxt_SAMPLE_chp1.pdf

Thursday, June 14, 2018

Morning: Dialogue Tools & Practice

Afternoon: Facilitating a Dialogue Process – Simulation

Readings:

1. *Democratic Dialogue: A Handbook for Practitioners* – pg 215 – 216
2. Brown, Juanita & David Isaacs. 2005. *The World Café: shaping our futures through conversations that matter*. Oakland, California: Berret-Koehler.

- Owen, Harrison. 2008. *Open Space Technology: User's Guide*. Oakland/California: Berrett-Koehler.
http://www.bsp.msu.edu/uploads/files/Reading_Resources/Open_Space_Technology.pdf

Friday, June 15, 2018

Morning: Dilemmas and Challenges

Afternoon: Remaining Questions, Evaluation and Closing

CSOP closing @ 3:00 p.m.

Readings:

SCHEDULE NOTES:

Coffee Breaks are normally 10:30-11:00 am and 3:30-4 pm.

Aug 17 Last day for credit students to hand in assignments to instructors