Complete this worksheet after you have modified your course, delivered it, and assessed it. Attach a syllabus/course outline, Activity Sheets for new activities, summary of your assessment, and essential copies of teaching materials to help the mentor team evaluate your achievement of workshop goals.

Course Name: Dialogue Models

Instructor Name: Jen Molloy

List learning goals for your course, lesson, or activity that highlight new sustainability elements.

Learning Goals –

- Understand the importance of equity in sustainability by exploring the concepts of just transition, good governance, and social and environmental justice.
- Explore intellectual and practical skills related to systems thinking.
- Learn how to complete a “conflict analysis” of a current conflict, taking into consideration various stakeholder perspectives and interests.
- Become aware of and experiment with various dispute resolution and collaborative problem-solving approaches.

Explain the new sustainability element(s) you incorporated into your course and how they related to the learning goals above (at course, lesson, or activity level). Describe how you see these elements relating to sustainability.

In including the multi stakeholder dialogue activity in the Dialogue Models course, I was able to incorporate sustainability elements of just transition, good governance, and social and environmental justice through a systems thinking lens into the course. Students benefited from an exploration into the experiences and perspectives of communities transitioning from natural resource extraction based industries to sustainability based industries. They learned environmental conflicts are not only about the environment, but also about adjusting to a changing community – conflicts that call into question value systems, identity and sense of place. They also learned to effectively facilitate multi stakeholder dialogue and mutual gains negotiation; the importance of understanding a community’s history in relation to the changing economy; and how environmental protection plays into the community’s future and its impact on the extracting industries (i.e., logging, grazing, mining) that many families have supported their families for generations. By becoming aware of common conflicts encountered in these situations and gaining a deeper understanding of stakeholder perspectives and interests, students were able to create inclusive, dialogue-based processes for addressing public policy conflicts surrounding sustainability issues. They left having learned skills to create dialogue processes that engender trust, build common ground, and allow people to see their common humanity.
Provide a concise listing of sustainability lessons and activities and show their location in the course schedule. For selected new activities attach a completed Activity Sheet.

The Multi Stakeholder Dialogue activity was a new addition to this class and required three 3 class sessions to learn about ‘big ideas’ in sustainability while building students’ capacity to understand and conduct stakeholder engagement, collaborative problem-solving, and mutual gains negotiation facilitation.

What motivated you to change your course?
The dialogue models course provides students with tools to become competent communicators and to have the skills need to effectively resolve conflict. Bringing sustainability concepts, theories, and scenarios into this class highlights the social and environmental justice issues surrounding many public sector decisions and encourages students to explore effective ways to address the resulting conflicts. As our communities grow and environmental inequalities are left unattended to, having more students aware and capable of crafting community dialogue processes is crucial. These processes, when done with integrity, can promote environmental justice.
Complete one Activity Sheet for each activity you developed that incorporates sustainability into your course.

Activity Name: Multiple Stakeholder Dialogue

Instructor Name: Jen Molloy

State the activity learning goal(s).

Learning Goals:

- Understand the importance of equity in sustainability by exploring the concepts of just transition, good governance, and social and environmental justice.
- Explore intellectual and practical skills related to systems thinking.
- Learn how to complete a “conflict analysis” of a current conflict, taking into consideration various stakeholder perspectives and interests.
- Become aware of and experiment with various dispute resolution and collaborative problem-solving approaches.

Summarize activity.

2. Lecture on just transition, good governance, and social and environmental justice. Lecture integrates multiple academic disciplines to understand these issues, proposed solutions, and real world application of the concepts.
3. Then, the class breaks into small groups to complete a “conflict analysis” of a current conflict that focuses on how working people are involved in and impacted by shifts toward more sustainable production. This exercise encourages students to find out what stakeholders need, their perspective, and the underlying issues as a beginning point to the process of mutual understanding.
4. Lecture on dispute resolution, collaborative problem-solving, stakeholder engagement.
5. Then in-class activity where students work in small groups to create a community process that takes into account stakeholder needs, perspectives, and issues.
6. Report out to the larger group. Then have discussion around different ways to facilitate the process. Share another The Fire Next Time video clip and ways the community moved forward.
At what point in your course is this activity delivered?

This activity is delivered in the middle of the course, following lectures and activities on interpersonal conflict resolution techniques including, dialogue and mediation. With this foundation, students can start to explore larger scale mutual gains negotiation and creative problem solving.

Provide teaching tips to help other instructors implement your activity in their courses.

Having knowledge of current community conflict (i.e., placement of homeless resource center, climate change talks) is useful to include in discussions. Most students are aware of some these controversies and can use this understanding to talk about the various perspectives, needs, and possible solutions.

Describe your assessment strategy and instruments for student learning and attitudes. Attach grading rubric and/or assessment instruments.

A reflection memo following the in-class activity is used as an assessment strategy. The memo includes guiding questions on just transition, good governance, and social and environmental justice. Memos should tie the exercise experience to the topics discussed in class and assigned readings. Reflection memo are graded based on (1) the thoughtfulness of students’ reflections and how well responses address the assigned guiding questions; (2) the extent to which students meaningfully tie their reflections to assigned readings and class discussions; and (3) the quality of writing and clear communication of ideas.

How effective was the activity? What are your ideas for improvement in the future?

I think the activity would be better if a role-play simulation was used. In a role-play simulation students would each get a description of a certain stakeholder group’s interests, concerns, and overall perspective. Then the students could use these stakeholder descriptions to inform their conflict analysis, creation of a creative problem solving process, and play the roles in a simulation. It would have allowed students to put the concepts and skills they are learning about into action, resulting in a deeper learning experience. Without this piece, students struggled to understand different stakeholder’s perspectives, interests, and needs.

Another useful component would have been the inclusion of a guest speaker to discuss effective and collaborative public sector decision-making with an emphasis on equity in sustainability.
Dialogue Models

David Derezotes, Professor
Peace and Conflict Studies, Social Work
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~Fall 2015~

Overview of the Course
This three-credit course is required of all students taking the Peace and Conflict Studies major, and may be taken in either the junior or senior year of study. Offered in the spring semester every year, the course is taught by a rotating team of faculty, with each instructor representing a different discipline of study. The course is being further developed through interdisciplinary collaboration so that participation can extend to still more students and so it can be used as a springboard for campus dialogues on important issues.

Purpose and Rationale for the Course
The purpose of this class is to provide students with a practical, integrative, and multi-disciplinary approach to dialogue in its many forms. The research literature suggests that the most complete understandings of such complex processes and the most effective practices are multi-disciplinary in nature.

The Dialogue Models class provides students in the Peace and Conflict Studies (P&CS) Minor with an opportunity to learn the knowledge, values, and particularly the skills involved in the practice of dialogue. Dialogue is a fundamental communication strategy in conflict resolution and peacemaking, involving cognitive understanding, social maturity, and emotional sensitivity. Thus, this practice-oriented class involves students in the process of learning the crucial intellectual, emotional, and social frameworks and strategies that are required of a participants and facilitators of dialogue. Because dialogue is a set of processes that can be practiced at the dyadic, family, group, institutional, and global levels, students are also asked to participate in experiential learning exercises on all those levels, both in-class and in-community, that will enable them to communicate effectively in situations of value and other forms of diversity.

Key Objectives and Outcomes
Students who complete this course will be able to:
1) Complete an assessment or “conflict analysis” of a current conflict that divides people on the family, campus, local community, and/or global levels.
2) Develop and implement a dialogic intervention that “fits” the assessment of a current conflict that divides people on the family, campus, local community, and/or global levels.
3) Evaluate the outcome of the intervention, creating insights that will inform future assessments and interventions.
4) Work cooperatively with a team to co-create and implement a dialogue model in response to a needs assessment of diversity and conflict issues within the relevant community.
Exploring Multiple Perspectives
Dialogue Models is taught from a multi-disciplinary perspective, utilizing the lenses offered by such disciplines as Social Work, Psychology, Education, Communication, Political Science, Philosophy, and Sociology. Commonalities and differences between various models of dialogue will be explored. Dialogue will also be compared and contrasted with other primary approaches to communication process (see Table 1). Dialogue is viewed as a process of communication that involves deep listening, understanding, and respect.

Table 1: Key Terms

<table>
<thead>
<tr>
<th>TERM</th>
<th>TERM DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue</td>
<td>Confirmation and approach to otherness and difference; emphasis on mutual understanding and integrative solutions to problems; involving discovery, engagement and compassion; aim of transformation.</td>
</tr>
<tr>
<td>Persuasion</td>
<td>Usually one-way attempts to alter the opinions of others; may be considered more broadly as the “suasory” dimension of all language and other symbol systems.</td>
</tr>
<tr>
<td>Identification</td>
<td>The various kinds of linkages between people, between people and things, between people and symbols and ideologies, and between symbols themselves.</td>
</tr>
<tr>
<td>Debate</td>
<td>Structured interaction between two sides, usually assuming a “zero-sum” framework; may involve a more dialogic, multi-party approach.</td>
</tr>
<tr>
<td>Mediation</td>
<td>Formal or informal efforts by a third party to bring two or more differing parties to an acceptable solution.</td>
</tr>
<tr>
<td>Arbitration</td>
<td>Assuming or being granted the authority to resolve a conflict between other parties.</td>
</tr>
<tr>
<td>War</td>
<td>State of active physical hostility, usually between nations, although relevant to other groups and levels of analysis.</td>
</tr>
<tr>
<td>Deliberation</td>
<td>Collective decision making that systematically explores all available solutions to a complex and important social problem.</td>
</tr>
<tr>
<td>Apology</td>
<td>Explicitly acknowledging harm to the other, responsibility for it, and a desire to modify future behavior.</td>
</tr>
<tr>
<td>Reconciliation</td>
<td>Rebuilding relationship with the other after a serious breach.</td>
</tr>
<tr>
<td>Pardoning</td>
<td>Releasing the other from any punishment.</td>
</tr>
<tr>
<td>Forgiveness</td>
<td>Reaching a stage of peace about the harmful act if not full acceptance of the other.</td>
</tr>
<tr>
<td>Excusing</td>
<td>Accepting that circumstances allowed for the harmful act in this case.</td>
</tr>
<tr>
<td>Justifying</td>
<td>Defending an apparently harmful act as appropriate from another standpoint of evaluation.</td>
</tr>
<tr>
<td>Forgetting</td>
<td>Losing memory of what happened.</td>
</tr>
</tbody>
</table>

Engaging in Dialogue Training
In the first weeks of the class, students will receive trainings in dialogue. Dialogue is a process
that Martin Buber’s biographer, Maurice Friedman, called a “confirmation of otherness.” In this process, people share and affirm the perspectives of everyone in the community. People in dialogue do not necessarily agree with each other’s views, but they do agree that everyone has a right to their own views. Students will practice participating in and eventually leading dialogues within their own classroom community. They will study the formation and development of this classroom community over the semester (see Table 2).

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>LEVEL DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courtship</td>
<td>People “put best foot forward”, Similarities are emphasized</td>
</tr>
<tr>
<td>Confusion</td>
<td>People become more authentic, Real differences begin to emerge</td>
</tr>
<tr>
<td>Commitment</td>
<td>People commit to share in responsibility for individual and collective well being</td>
</tr>
<tr>
<td>Community</td>
<td>People practice dialogue</td>
</tr>
</tbody>
</table>

**Encountering Dialogue Models**

Students also will study existing and emerging Dialogue Models (see Table 3) and how they fit into the goals and values of Peace and Conflict Studies. Models will be examined in terms of their:

1) goals,  
2) methods,  
3) relative strengths and limitations,  
4) target modes (individual, couple, family, group, institution, global), and  
5) social-scientific and practical efficacy.

**Students will identify and practice the key practice elements that most dialogue models utilize, including:**

1) intent of mutual understanding, respect, confirmation;  
2) fluid and creative movement between small and large group interaction;  
3) emphasis on process;  
4) deep listening;  
5) owning projections; and  
6) sharing personal experiences and stories.

**The Importance of Self-study**

Students will also study their own cognitive, emotional, and social reactions to dialogue and human diversity. They will engage in various classroom and homework exercises designed to raise their awareness of and reactions to diversity in their families, institutions, and local and global communities. Each class will include a “lab” experience during which students practice participating in and sometimes facilitating dialogue. Students will keep a journal of their self-reflection experiences.
Table 3: Selected Practical Dialogue Models

<table>
<thead>
<tr>
<th>Model</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) AmericaSpeaks 21st Century Town Meeting</td>
<td>10-12 people in town meeting format: americaspeaks.org</td>
</tr>
<tr>
<td>2) Appreciative inquiry (AI)</td>
<td>inquiry is change, constructionist, hope, positive: Taos Institute</td>
</tr>
<tr>
<td>3) Compassionate listening</td>
<td>sensitivity to suffering: Gene Knudson Hoffman (Fellowship of reconciliation)</td>
</tr>
<tr>
<td>4) Conversation café</td>
<td>90 minute hosted conversation: Vicki Robin (Seattle)</td>
</tr>
<tr>
<td>5) Global dialogue institute</td>
<td>a good resource on the net (global-dialogue.com)</td>
</tr>
<tr>
<td>6) Intergroup Dialogue model</td>
<td>University of Denver</td>
</tr>
<tr>
<td>7) National coalition for dialogue and deliberation</td>
<td>another excellent net site (thataway.org)</td>
</tr>
<tr>
<td>8) Nonviolent communication (NVC)</td>
<td>language of empathy, honesty, and heart: Dr. Marshall Rosenberg</td>
</tr>
<tr>
<td>9) Open space technology (OST)</td>
<td>passion and responsibility, marketplace of inquiry: Harrison Owen</td>
</tr>
<tr>
<td>10) Sustained dialogue</td>
<td>works with destructive relationships, problem solving: sustaineddialogue.org</td>
</tr>
<tr>
<td>11) Wisdom Council</td>
<td>random selection of people into 4 month groups to create democracy: WiseDemocracy.org</td>
</tr>
<tr>
<td>12) World café</td>
<td>12 to 1200: collective knowledge grows as people move group to group: theworldcafe.com</td>
</tr>
</tbody>
</table>

**Dialogic Interactions with Diverse Populations in Salt Lake Community**

Students will have an opportunity to participate in dialogues with diverse populations within the University and Wasatch Front Communities.

*These interactions may include, but are not limited to, work with:*

1) Chamade: A Call to Parley
2) University/Neighborhood Partners
3) Indian Walk In Center
4) Women’s Resource Center

**Class Schedule**

This will be modified as additional instructors join teaching team and decisions are made about specific activities and topics, including some that may be shifted or added. Each week’s topic will be supported by readings and/or other assignments that support the in-class dialogue activity.
Assignment: Self-reflection Journal

Each student will keep a journal of their professional and personal development in dialogue over the semester. Journal entries can be both written and artistic, and should reflect the student’s process both in-class and in out of class projects. Entries can include expression of both thoughts and feelings. The entries are only read by the professor and are destroyed at the end of the semester. Students can submit their journals every one, two, or three weeks to Dr. Derezotes at dderezotes@socwk.utah.edu. The subject heading of the email should read “Journal Entry.” Journals are required but not graded.

Classroom and External Activities:

Each week students will engage in experiential dialogic activities in the classroom. Time will also be given to short didactic presentations and group discussions. Each week students will also be given a reading assignment and sometimes a dialogue assignment, and students can write about their experiences with these assignments in their journals.

Note: The sequencing of topics and readings are subject to change.

Week One:
1) Discussion of theoretical topic: The Role of Dialogue in Peace and Conflict Studies
2) In-class Dialogue Lab activity: First dialogue
   Students and faculty introduce themselves and identify common and individual interests;
   Rules for classroom dialogue behavior are co-developed;
   Syllabus reviewed.
3) Out of class assignment for week: Begin journaling
4) Meet in Group Dialogue task groups
5) Basic skills

Week Two:
1) Discussion of theoretical topic: Assessing Conflict, Relating and “Sitting in the Fire”
2) Readings: Anderson, Chs. 7 and 10; Mindell, Chs. 1-5
3) Dialogue Focus: Dialogue between two
4) In-class Dialogue Lab activity: One-on-one dialogue
5) Out of class assignment for week: One-on-one dialogue
6) Meet in Group Dialogue task groups

Week Three:
1) Discussion of theoretical topic: Overview of Dialogue Models
2) Readings:
   Anderson, Chs. 1 and 2;
   Isaacs, Ch 1, What is dialogue?; and
   Dascal, Ch 22, Martin Buber’s Central Insight.
3) Dialogue Focus: Dialogue within family
4) In-class Dialogue Lab activity: Family dialogue
5) Out of class assignment for week: Family dialogue
6) Meet in Group Dialogue task groups (to be continued as needed across semester)

**Week Four:**
1) Discussion of theoretical topic: The “Ethical I,” Creativity, and Change
2) Readings:
Anderson, Chs. 5 and 6; and
Mindell Chs. 6-10.
3) Dialogue Focus: Dialogue across gender
4) In-class Dialogue Lab activity: Gender dialogue
5) Out of class assignment for week: Gender dialogue

**Week Five:**
1) Discussion of theoretical topic: Communication, Ontological, and Process Perspectives
2) Readings:
Arnett, forthcoming book chapter on dialogic ethics to be made available in January;
Anderson, Chs. 3 and 4; and
Ellinor, pp. 174-238, Creating the change
3) Dialogue Focus: Dialogue within small group
4) In-class Dialogue Lab activity: Small group dialogue
5) Out of class assignment for week: Small group dialogue

**Week Six:**
1) Discussion of theoretical topic: Intergroup Dialogue, Problematics of Dialogue,
2) Readings:
Anderson, Chs. 11; and
Schoem, Ch 1, Intergroup Dialogue.
3) Dialogue Focus: Dialogue across religion (including human sexuality)
4) In-class Dialogue Lab activity: Religious dialogue
5) Out of class assignment for week: Religious dialogue

**Week Seven:**
1) Discussion of theoretical topic: Multi Stakeholder Dialogue
3) Dialogue Focus: Just Transition, Good Governance, and Social and Environmental Justice
4) In-class Dialogue Lab activity: Watch The Fire Next Time and discussion

**Week Eight:**
1) Discussion of theoretical topic: Multi Stakeholder Dialogue
2) Readings:
Anderson, Ch. 15; and
Mindell, Chs. 11-16.
3) Dialogue Focus: Just Transition, Good Governance, and Social and Environmental Justice
3) In-class dialogue lab activity: Conducting a conflict analysis

**Week Nine:**
1) Discussion of theoretical topic: Multi Stakeholder Dialogue
2) Readings:
   Anderson, Ch. 16; and
   Mindell, Ch. 2.
3) Dialogue Focus: Just Transition, Good Governance, and Social and Environmental Justice
4) In-class Dialogue Lab Activity: dispute resolution, collaborative problem-solving, stakeholder engagement, and mutual gains negotiation
5) Out of class assignment for week: Reflection Memo (Guiding Questions to be handed out in class)

**Week Ten:**
1) Discussion of theoretical topic: Public Dialogue
2) Readings:
   Anderson, Ch. 12; and
3) Dialogue Focus: Environmental issues dialogue (including big energy corporations)
4) In-class Dialogue lab activity: Environmental issues dialogue
5) Out of class assignment for week: Environmental issues dialogue

**Week Eleven:**
1) Discussion of theoretical topic: Critical Organizational Dialogue and Change
2) Readings:
   Anderson, Ch. 9;
   Yankelovich, Ch. 3, The billion dollar dialogue; and
   Schein, On dialogue, culture, and organizational learning.
3) Dialogue Focus: Dialogue within institutions
4) In-class Dialogue Lab activity: Institutional dialogue
5) Out of class assignment for week: Institutional dialogue

**Week Twelve:**
1) Discussion of theoretical topic: Global economy
2) Readings: Isaacs, Ch 14; and
   Carpenter, Ch 3, Developing an effective program of conflict management
3) Dialogue Focus: Global economy
4) In-class Dialogue lab activity: Global economy
5) Out of class assignment for week: Global economy

**Week Thirteen:**
1) Discussion of theoretical topic: War
2) Readings:
Tonn, Taking conversation, dialogue, and therapy public;
Yoshitake, M., Research paradigm for dialogue among diversities;
Dillon, Public dialogue: Communication theory as public affairs praxis; and
Badri, Religion and peace in Sudan: Inter-religious dialogue and peaceful co-existence.
3) Dialogue Focus: Iraq war
4) In-class Dialogue Lab activity: Iraq War
5) Out of class assignment for week: Iraq War

**Week Fourteen:**
1) Discussion of theoretical topic: Terrorism and Responses to It
2) Readings:
Khuri, Facilitating Arab-Jewish intergroup dialogue in the college setting;
Yankelovich, Ch 12 Dialogue as a path to public judgment;
Sirry, Early Muslim-Christian dialogue: A closer look at major themes of the theological encounter; and
Tonn, Taking conversation, dialogue, and therapy public.
3) Dialogue Focus: Terrorism
4) In-class Dialogue Lab activity: Terrorism
5) Out of class assignment for week: Terrorism

**Week Fifteen: Wrap up TBA**
1) Topic: Summary, reports, future directions
2) In-class Dialogue Lab activity: group evaluation
3) Out of class assignment for week: Final projects

**Assignments**

Successful students will complete the following assignments:

1) Complete weekly reading assignments
2) Engage in in-class and community Dialogue Lab experiences
3) Complete journal
4) Complete Final Project

**Journals (25% grade)**

The instructor will give more information on the journaling assignments. Please submit only paperless copies to dderezotes@socwk.utah.edu

Please submit by email to dderezotes@socwk.utah.edu
PLEASE SEND DOCUMENT INSIDE YOUR EMAIL, NOT AS ATTACHMENT
Please submit an ongoing journal of your internal work in class and practicum this semester
**Five Brief Reports:** (25% grade)

due dates below (can be sent with journal)
Please submit by email to  dderezotes@socwk.utah.edu
PLEASE SEND DOCUMENTS INSIDE YOUR EMAIL, NOT AS ATTACHMENT
Report on any five readings: (each report 1-2 pages)
a visit to a community dialogue can be used to substitute for a reading

Due week 3
(a) What interested you most about the chapter or article? (5 points)
(b) Would you use this approach with clients? Why or why not? (5 points)

Due week 5
(a) What interested you most about the chapter or article? (5 points)
(b) Would you use this approach with clients? Why or why not? (5 points)

Due week 7
(a) What interested you most about the chapter or article? (5 points)
(b) Would you use this approach with clients? Why or why not? (5 points)

Due week 10
(a) Multi Stakeholder Dialogue Reflection Memo (10 points)

Due week 11
(a) What interested you most about the chapter or article? (5 points)
(b) Would you use this approach with clients? Why or why not? (5 points)

**Final Project** (50% grade)

*option one:*

Students will select an area of human “division” (such as those highlighted in each class), study the various positions in this divide, and create and report on a dialogue experience they have with other people who hold different positions on that divide. For example, a student might be interested in dialogue about gay and lesbian Marriage. She will study the issue and explore the various perspectives, and identify her own thoughts and feelings and social behaviors related to the subject. Then the student will create and engage in a dialogue with at least one other person (out of class) who holds a position different than the student’s position. If she is opposed to gay and lesbian marriage then she might go to a local meeting of gay and lesbian people and ask to
have a dialogue on the subject. The student then prepares a written report (please submit only paperless copy to dderezotes@socwk.utah.edu) that she submits on the last week of class.

Option two:

Students will work with professor and teaching assistants in participating in and co-designing one of several community/campus intergroup dialogue projects. The student will prepare a brief summary of her/his work and what was learned at the end of the semester. These projects will be discussed in class.

**Primary Texts will include:**


**Additional Required Readings are on electronic reserve (in order of reserve):**


**Additional Class Resources**

(Students will be asked to read sections of these materials, as well as other materials provided by instructors)


