

PJCS 310-FO506: Dialogue and Deliberation
Goshen College, Fall 2005

Course Information

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Office hours: To be arranged
Class: 7:00-9:30pm Monday evenings AD 20

Course Description

In recent years dialogue and deliberation have developed into robust fields of academic inquiry and practice. Students will explore some of the theoretical and philosophical underpinnings of dialogue and deliberation. Attention will be given relevant aspects of systems theory, social constructionism, and the specific theory of communication known as the Coordinated Management of Meaning (CMM).

Students will also become familiar with a diverse array of innovative practices and approaches for using dialogue and deliberation both privately within organizations or institutions as well as publicly as important tools of democratic practice. While much of the research and innovation regarding dialogue has emerge from the corporate context where increasing complexity has required finding new ways to think together, the primary focus of this course will be on the use of dialogue in the socio-political context, using case examples drawn mostly from the postwar contexts of Latin American countries.

During this course, students will participate in Democracy Labs, a 10-week online process of dialogue and deliberation on a public issue with other college students from around the country. So in addition to learning about dialogue and deliberation, they will experience one process and methodology first hand.

College Outcomes

The Goshen College faculty has committed itself to a process of learning outcomes. The following outcomes are relevant for this class. Throughout this course students will work towards developing:

1. Faith that is active and reflective;
2. Intercultural openness with the ability to function effectively with people of other world views;
3. The ability to communicate effectively in a variety of sign systems;
4. The ability to think actively and strategically;
5. Personal integrity that fosters ability to resolve conflict and to promote justice;
6. A healthy understanding of self and of others that is reflected in social relationships of interdependence and mutual accountability.

Course Objectives

Through this course of study, students will:

1. Explore some of the philosophical unpinning of current theory and practice of dialogue and deliberation, looking specifically at social constructionism and systems thinking as two interconnected fields of theory that have shaped much of current practice. Explore one's own assumptions about truth and reality.
2. Explore the practice of dialogue from a communications perspective, becoming familiar with the theory of communication known as Coordinated Management of Meaning (CMM) and the conceptual tools it offers for practitioners of dialogue;
3. Become familiar with a diverse array of approaches and methodologies for dialogue and deliberation and the different assumptions upon which they are based;
4. Engage in an online process of dialogue and deliberation on an important social issue with students from other universities around the country;
5. Understand the different roles and functions of dialogue, activism, debate, confrontation, etc within a healthy democratic system of governance;
6. Explore the use of dialogue and deliberation as key tools of democratic practice;
7. Explore the implications of taking a developmental approach to dialogue and governance;
8. Strengthen their own ability to act and work dialogically for change;
9. Examine their own assumptions, values and commitments in relation to how best to contribute to social change.

Course Textbooks

The following texts are required for the course:

1. Atlee, T. and R. Zubizarreta (2003). The tao of democracy : using co-intelligence to create a world that works for all. Cranston RI, Writers' Collective.
2. Pearce, W. B. and S. W. Littlejohn (1997). Moral conflict : when social worlds collide. Thousand Oaks Calif, Sage Publications.
3. Yankelovich, D. (1999). The magic of dialogue : transforming conflict into cooperation. London, Nicholas Brealey.
4. Misc articles made available

Course Requirements

To achieve the learning objectives of this course, students are required to:

1. Complete assigned readings and tasks before each class;
2. Submit Blackboard Journal entries each week, by midnight, the night before class;
3. Attend and actively participate in all class sessions;
4. Submit assigned critical reflection essays

5. Participate in Democracy Lab, a 10-week long experience of dialogue and deliberation online with students from other universities across the country.
6. Complete a group project and present this to the class;
7. Successfully complete midterm and final exam.

(See descriptions of these requirements below).

Grading

<i>Evaluation for the final course grade will be based on:</i>	<i>Grading scale:</i>
1. Blackboard Journal entries 15%	90-100% A
2. Class participation 10%	80-90% B
3. Assigned essays / presentations 10%	70-80% C
4. Participation in Democracy Lab 20%	65-70% D
5. Group project 25%	64% and below F
6. Exams 20%	

All work is due at the beginning of the class period for which it is assigned (except for Blackboard postings due the night before). Late work will decrease its grade unless it has been pre-arranged with me.

Class Attendance and Participation

Because much of the learning in this course depends on interaction in class, each unexcused absence or late arrival to class will reduce the student's grade. Each unexcused absence and two "tardies" will reduce the grade by 5%. For an absence or late arrival to be excused, please contact me by phone or email before class. As class attendance without participating is meaningless, part of the 10% grade will be based on student participation in class. This does not necessarily mean the number of times a student speaks up in class (though this is expected), but also on the thoughtfulness of contributions, participation in small group work and class exercises, body language and general attentiveness.

Part of class participation will require teaming up in groups of 2 or 3 and preparing ahead of time to briefly present and then facilitate a class dialogue on one of the following topics.

- How do we know 'truth' and 'reality'?
- Collective Intelligence: What is it?
- Good Democracy
- Communication & the Expression of Difference
- What is Dialogue
- Public Judgment
- Taking a developmental approach to intervention

Assigned reflection papers

During the course, you will be expected to turn in critical reflection papers on the topics listed below. Because this is a course on dialogue, you will be expected to use these topics as an excuse to “practice” dialogue with other members of the class prior to writing your paper. Hopefully the experience of discussing with others these topics prior to writing will allow you to offer more critical reflections as you become more aware of your own assumptions, different perspectives, etc. I am most interested in the quality and depth of your thinking rather than quality and style of your writing. That is why these are to be considered more informal thinking or conversational papers rather than formal academic papers.

For each paper, please identify who you talked with, for how long, and what key questions, issues or differences you observed in that conversation prior to then sharing your own thinking on the topic. Each paper is expected to be roughly 3 – 6 pages in length.

- ***“How do I know Truth & Reality”***
- ***“Spiral Dynamics”***
- ***“Learnings from My Experience with Democracy Lab”***
- ***Compare and contrast three dialogue/deliberation methodologies:*** Information about this paper will be provided in class.

These papers should be typed (double-spaced in 12 point, Times New Roman font with 1" margins). Each part will be evaluated for thoroughness in addressing the points above, honest self-reflection, critical thinking and connection to readings and class discussions.

Blackboard Journal

As a means of engaging students in learning, a personal journal shall demonstrate critical reflection on the following:

1. **Assigned readings.** As you engage the readings, reflect on questions such as: What’s the author’s point? What do I think? So what does this mean for me? What questions does this raise for me?
2. **Class interactions.** What did I learn or what most stands out to me in this week’s class? What did I find helpful? What questions does this raise for me?
3. **Personal experiences.** From the lab of your relationships, as well as your experience in the online Democracy Lab, what are you discovering about yourself in terms of the different issues and concepts we are exploring in class?
4. **Assigned questions.** Periodically, questions will be assigned for students to respond to and post for Blackboard dialogue. When assigned, these will be the content for student Journal entries that day. Blackboard dialogue consists of posting thoughtful responses (at least 200 words) to the assigned question, making the entry available for the class, and reading each other’s entries. Students are invited to respond to each other in respectful, constructive dialogue.

Students need not cover each of these points in all their Journal entries, but what is helpful for their learning. However, each entry shall include at least a paragraph of reflection on the assigned reading so that the student comes to class prepared and the instructor is aware of

questions students have with the readings. Students are encouraged to read each other's entries and engage in dialogue to learn from each other.

Blackboard Journal entries are due by midnight the night before each class. Each entry shall be at least 200 words in length and be posted for all to see. If a student wishes to communicate something confidentially to the instructor, this should be sent via email rather than blackboard (philipthomas@d3consultants.org).

Democracy Lab

Students will register with Democracy Lab (www.teachingdemocracy.org/DL/) and participate in the 10 week online process of dialogue and deliberation. For further information about this process, see <http://www.teachingdemocracy.org/DL/using/DeliberativeLearningonDemocracyLab.asp>.

Students will be assessed based on their level of engagement with this exercise, the frequency and quality of their contributions in the dialogue, the level of critical thinking demonstrated in their postings, a willingness and ability to engage dialogically from a position of inquiry as opposed to relying solely from a position of debate and advocacy. Students will submit a paper at the end of this experience, reflecting critically on key learnings or discoveries related to the content of the study, the process, as well as learnings about one's own self (personal styles, deep assumptions, etc).

Group project and presentation

There are both content and process goals for this assignment. The content goal is to practice the application of theories, concepts and methodologies presented in the class. The process goal is to work dialogically as a team, observing and practicing collaborative skills and processes, and to grow in skills of effective communication with an audience.

In groups of four, assigned by the instructor, students will choose one of the following three options as their major course project which they will present to the class:

- 1. Development of NIF style study guide for deliberation***
- 2. CMM Analysis of an important conversation or event***
- 3. Design a decision-making process involving public dialogue and deliberation on an important public issue***

(Descriptions of these projects will be presented in class)

Project steps

1. Choose an option and submit a paragraph about your rationale for choosing that option by the due date in the course schedule.
2. Schedule a time to meet with me to discuss further what you are thinking and what this project will involve.
3. Prepare a 15 minute presentation (no more than 20 minutes) for class. Your class presentation should be informative, creative, interesting and involve equal participation from

all of you. Your presentation should inform the class about the project, why it was important to your group, and what key learnings you have taken from this experience.. The projects will be presented during the last four sessions of the course.

4. On the day of your presentation, please submit as an individual a 500-700 word report summarizing:
 - What you learned as a result of the project itself; and
 - Your reflections on and learnings from your group process.

Exams

There will be two exams that will cover key learnings throughout the course. Students are responsible for assigned readings regardless of coverage in class.

Proposed Syllabus Statement Regarding Disability Accommodations

Goshen College wants to help all students be as academically successful as possible. If you have a disability and require accommodations, please contact the instructor or the Director of the Academic Support Center, Lois Martin, early in the semester so that your learning needs may be appropriately met. In order to receive accommodations, documentation concerning your disability must be on file with the Academic Support Center, KU 004, x 7576, lmartin@goshen.edu. All information will be held in the strictest confidence. The Academic Support Center offers tutoring and writing assistance for all students. For further information please see www.goshen.edu/studentlife/asc.php.

Course Schedule

Date	Topic	Assigned readings	Assignments
Aug 29	Truth & Reality: A look at two paradigms	None	none
Sept 5	Particularities of Moral Conflict	Pearce: Part 1 (Chap 1-3)	<ul style="list-style-type: none"> • JP
Sept 12	Coordinated Management of Meaning (CMM) Theory of Communication	Thomas: Ethics of Curiosity Pearce,	<ul style="list-style-type: none"> • JP • RP: "How I 'know' truth & reality" (everyone) • SLD: Truth & Reality
Sept 19	Systems thinking & Collective Intelligence	Thomas: Seeing Systems Pearce: Working Systemically Atlee: Intro, Chapters 1-4, 6, 15	<ul style="list-style-type: none"> • JP • SLD: Collective Intelligence • Project proposal
Sept 26	Democracy & Citizenship	Atlee: Sections 3 & 4	<ul style="list-style-type: none"> • JP • SLD: Good Democracy
Oct 3	Quality and Importance of Public Discourse / Activism and the dilemma of peace-making	Pearce: Part 2 (Chap 4-6) Atlee: Chapters 5-6, 19-20	<ul style="list-style-type: none"> • JP • SLD: Communication & the Expression of Difference
Oct 10	<ul style="list-style-type: none"> • Midterm break – No class 		
Oct 17	Decision-making process / Role of Dialogue	Yankelovich: Chapters 1-10 Atlee: Chapters 7-9, 17	<ul style="list-style-type: none"> • JP • SLD: What is Dialogue • Dialogue methodologies
Oct 24	Deliberation & Public Judgment	Thomas: Where are the Publics Atlee: Chapter 10-16 Yankelovich: Chapters 11-14 Mendelberg Article on Race Relations	<ul style="list-style-type: none"> • JP • Deliberation methodologies • SLD: Public Judgment
Oct 31	Taking a Developmental Perspective - Spiral Dynamics: Part 1		<ul style="list-style-type: none"> • JP
Nov 7	Taking a Developmental Perspective - Spiral Dynamics: Part 2	Ken Wilber on Iraq Audio: Spiral Dynamics-from theory to practice 1 & 2	<ul style="list-style-type: none"> • JP • SLD: Taking a Developmental Approach to intervention • RP: Spiral Dynamics
Nov 14	Designing a process: Putting it all together – Part 1	Pearce: School-Wide Dialogue Process Thomas: Ethics of Curiosity	<ul style="list-style-type: none"> • JP • Presentation of Group Projects
Nov 21	Designing a process: Putting it all together – Part 2		<ul style="list-style-type: none"> • JP • Presentation of Group Projects
Nov 28	Open		<ul style="list-style-type: none"> • RP: My experience with Democracy Labs • RP: Learnings from my Project
Dec 5	Final Exam		

JP: *Journal postings due no later than midnight prior to class*

RP: *Reflection Paper*

SLF: *Student-Lead Dialogue*