

**Title:** Peacebuilding Skills: Dialogue, Trauma & Restorative Justice (IP-610)

**Offered:** January 4, 5, 9-13, 2023, 9:00-5:00

**Modality:** Face to face

**Instructors:** Brian Blancke and Joe Brummer. Office hours by appointment

**Abstract:**

The course will explore peacebuilding skills through the lens of neuroscience, dialogue, restorative justice, and trauma-informed principles. This course will explore the roles of mindfulness, Nonviolent Communication, restorative justice, the neurobiology of trauma and state-dependent functioning, conflict transformation, and healing in conflict resolution. Students will participate in and practice the Reflective Structure Dialogue methodology for engaging groups in conflict. Through case studies, role-plays, guest speakers and reading, we will dive deeper into the dialogue that makes conflict an opportunity rather than a source of further trauma.

The course is divided into two parts:

**Part 1:**

Jan. 4 and 5, 2021, will be led by Brian Blancke and will focus on Reflective Structured Dialogue as a peacebuilding practice.

Part 1 Learning Objectives:

Part 1 will equip participants with knowledge and skills in the following areas:

- Clearer understanding of the distinctions between differences, divisions and conflict.
- Knowledge of neurobiology and its effects on relationship and engagement.
- Ability to utilize communication agreements and structure to create "safe-enough" space for constructive engagement.
- Ability to formulate questions that promote reflection and connection across differences.
- Clarity of purpose and ability to identify "prevent/promote" values.
- Confidence and competence in facilitating dialogue across divides and principles for addressing "deer in the headlights" moments.

**Part 2:**

Jan. 9-13, will be led by Joe Brummer and will focus on Trauma-Aware Restorative Justice as a peacebuilding practice.

Part 2 Learning Objectives:

- Students will learn and be able to identify the types of traumas and the role of restorative justice in healing individuals and communities that have been exposed to trauma. This will include personal, historical, and religious trauma.
- Students will explore the role of the autonomic nervous system and its role in state dependent functioning. This will allow them to respond more effectively and compassionately to other's in distress.
- Students will be able to design and lead effective community building and restorative circle processes.
- Students will be able to identify the role of universal basic needs in both communication, conflict, and behavior. They will additionally be able to identify their own personal needs and learn to communicate those needs to others using affective statements.
- Students will explore and be able to differentiate between the various applications of the principles of restorative justice in communities, criminal justice, and schools.
- Students will gain a deeper understanding of Nonviolent Communication, the work of Marshall Rosenberg, and its role in creating trauma-informed communities.

#### Tentative schedule for Part 2:

Day 1: (9am-5pm w/ one-hour lunch and breaks)

Topics:

- Introduction to trauma-informed restorative justice
- Review of pre-session reading (history of RJ)
- Community Building
- Basics of trauma and state dependent functioning through the neurosequential lens (and why this is vital to RJ and peacemaking, including the neurobiology of bias)
- A new lens on discipline, behavior, and punishment
- The role of conflict

Day 2: (9am-5pm w/ one-hour lunch and breaks)

Topics:

- Introduction to circles
- Use of circles (Community building, Healing, Academic, Processing)
- Designing a circle
- Troubleshooting
- Action Plans

Day 3: (9am-5pm w/ one-hour lunch and breaks)

Topics:

- 5 Skills of Restorative (Empathy, Honest Expression, Questions, Mindfulness, and the Art of Requests)
- Introduction to Nonviolent Communication
- Overview of Observation, Feelings, Needs, and Requests (OFNR)

Day 4: (9am-5pm w/ one-hour lunch and breaks)

Topics:

- Exploring the application of TIRJ (Criminal Justice, Youth Justice, Education, Social Change, congregations)
- TIRJ as a conflict resolution tool. (Understanding the neurobiology of conflict and various approaches (mediation, arbitration, peacemaking, RJ, Community Dialogue)
- Race, equity, and Restorative Justice

Day 5: (9am-5pm w/ one-hour lunch and breaks)

- ROLE PLAY DAY!

Required texts:

Brummer, Joe *Building a Trauma-Informed Restorative School*. Jessica Kingsley Publishers, 2020.

Other articles and online resources will be assigned.

Assessment:

High pass/pass/incomplete/fail. Assessment instrument TBD but will be largely based on participation.

Accommodations:

For students who could benefit from writing assistance, or who ask for accommodations due to a disability, please contact the Student Services Team. Start with the Dean's office.

Plagiarism:

Plagiarism, the failure to give proper credit for the words and ideas of another person, whether published or unpublished, is strictly prohibited. All written material submitted by students must be their own original work; where the words and ideas of others are used they must be acknowledged. Additionally, if students receive editorial help with their writing they should also acknowledge it appropriately.

Credit will not be given for work containing plagiarism, and plagiarism can lead to failure of a course. Faculty will report all instances of plagiarism to the Academic Dean. The Academic Dean will then collect documented details of the case and advance any recommendations for further action to the Academic Policy Committee. Through this process the situation will be reviewed and any additional penalties that may be warranted (up to and including expulsion from the school) will be determined. For clarity as to what constitutes plagiarism, the following description is provided:

1. Word for word plagiarism: (a) the submission of another person's work as one's own; (b) the submission of a commercially prepared paper; (c) the submission of work from a source which is not acknowledged by a footnote or other specific reference in the paper itself; (d) the submission of any part of another person's work without proper use of quotation marks.
2. Plagiarism by paraphrase: (a) mere re-arrangement of another person's works and phrases does not make them your own and also constitutes plagiarism; (b) paraphrasing another person's words, ideas, and information without acknowledging the original source from which you took them is also plagiarism. See Part II of Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, (7th Edition, University of Chicago Press, 2007) for an explanation of the proper ways to acknowledge the work of others and to avoid plagiarism.
3. Reuse of your own work: Coursework submitted for credit in one course cannot be submitted for credit in another course. While technically not plagiarism, this type of infraction will be treated in the same manner as plagiarism and will be subject to the same penalties. If you are using small amounts of material from a previous submitted work, that work should be referenced appropriately. When a student is writing their final program requirement (paper, project or thesis) it may be appropriate, with their advisor's permission, to include portions of previously submitted materials if properly referenced.

Other Academic policies are listed at <https://www.hartfordinternational.edu/current-students/academics/academic-policies> .

#### Inclusive language:

Hartford International University is committed to a policy of inclusion in its academic life and mission. All members of the community are expected to communicate in language that reflects the equality of genders, openness to diverse cultural and theological perspectives, and sensitivity to one another's images of God. Email Policy: The instructor will use the official Hartford International University student email address for all course communications. Students should check their hartfordinternational.edu email account regularly.