

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: PACS 201		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Equity-Based Dialogue and Engagement Course Short Title: Equity-Based Dialogue & Engage															
Faculty: Faculty of Social Sciences		Department (or program if no department): Peace and Conflict Studies													
Calendar Description: <p>Examines the role of equity in dialogue and engagement. Students will learn effective civic engagement strategies to talk about difficult subjects and to communicate collective strategies to address challenges. The course focuses on understanding the experiences of others and facilitating respectful exchange between people with differing opinions and beliefs, with goals of communicating across difference and transforming adversarial relationships.</p>															
Prerequisites (or NONE):		None.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only):													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td>5</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	20	Tutorials/workshops	20	Experiential (cultural/elder learning or participation)	5					Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: this course is specific to UFV's BA requirements and services and therefore must be completed here.	
Lecture/seminar	20														
Tutorials/workshops	20														
Experiential (cultural/elder learning or participation)	5														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: Yes Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: November 28, 2022													
Faculty Council approval		Date of meeting: January 13, 2023													
Undergraduate Education Committee (UEC) approval		Date of meeting: March 24, 2023													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Identify the purpose, significance, and benefits of civil engagement.
2. Demonstrate the effective use of language and strategies to interrupt intersecting oppressions.
3. Implement equity-based protocols for practicing and facilitating dialogue.
4. Apply nonviolent communication strategies to mediate conflict.
5. Facilitate techniques to foster respectful and inclusive dialogue.
6. Develop empathetic listening skills, including in circle sharing and storytelling.
7. Engage in self-reflective and -evaluation practices through the dialogue process.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Project:	25%	Holistic assessment:	50%	Assignments:	25%
	%				%

Details:

Holistic assessments may include:

- collaborative dialogue practice sessions
- case studies
- self-reflective writing
- circle work sharing
- scenarios, role play, and simulations
- self-evaluation methods

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Marshall B. Rosenberg	<i>Nonviolent Communication. A Language of Life</i> Puddledancer Press	2015
2. Textbook	Lisa Schirch. 2007	<i>The Little Book of Dialogue for Difficult Subjects: A Practical Hands-on Guide.</i> Good Books	2007
3. Textbook	J. Christensen, C. Cox and L. Szabo-Jones (Eds.)	<i>Activating the Heart. Story Telling, Knowledge Sharing and Relationship.</i> Wilfred Laurier Press.	2018
4. To be ordered for library	X. Zuniga, G. Lopez and K. Ford (eds)	<i>Intergroup Dialogue: Engaging difference, social identities, and social justice.</i> Routledge	2015
5. Online resource	Patricia Gurin, Biren (Ratnesh) A. Nagda and Ximena Zuniga	<i>Dialogue across difference: practice, theory, and research on intergroup dialogue.</i> New York: Russell Sage Foundation	2013
6. Article	Bridget T.Kelly and Jason G. Gayles	"Resistance to Racial/Ethnic Dialog in Graduate Preparation Programs. Implications for Developing Multicultural Competence", <i>College Student Affairs Journal</i> Vol 29(1), pp. 75-85	2010

Course Content and Topics

- Components of conflict: styles, positions, interests, and assumptions
- Dialogue for relationship building and community building
- Navigating power and oppression: self-reflective positioning, social identity and cultural awareness
- Dialogue skills: dialogue vs debate, active listening, scanning, paraphrasing, nonviolent communication
- Equity-based dialogue, circle sharing, feelings and needs, framing requests and strategies
- Co-facilitation on topics of different forms of discrimination (e.g., racism, ableism, religious oppression, heterosexism)
- Reflecting on power to create change through dialogue: choice and responsibility in well-being
- Leveraging privilege for positive social change that benefits all