Course Syllabus

<table>
<thead>
<tr>
<th>Course title:</th>
<th>Conflict Transformation and Community Change</th>
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<tbody>
<tr>
<td>Course #/term:</td>
<td>SW 510 (Section 006) / Fall 2020</td>
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</table>
| Time and place: | Tuesday, August 25th (2:15-5:15pm)  
Wednesday, August 26th (8:30am-noon)  
Thursday, August 27th (8:30am-3pm)  
Room #ZOOM |
| Credit hours: | 1 |
| Instructors: | Carrie Landrum (she/her/hers) - landrum@umich.edu  
Erik Wessel (he/him/his) - eswessel@umich.edu  
Mary Jo Callan (she/her/hers) - mjcallan@umich.edu |

Course Statement

During New Student Orientation, varied social work topics, or themes, will be presented as foundation-level mini-courses inviting students to share, explore, engage, and discover the vast world of social work. This course will emphasize experiential, active, and engaged learning components and operationalize the three SEED goals: 1) Strengthen connection and community at the School of Social Work, 2) Explore PODS (privilege, oppression, diversity, & social justice), and 3) Learn foundation-level social work skills. Each theme will begin by attending a shared welcome experience.

Section 6 of this orientation course, entitled, Conflict Transformation and Community Change, will explore both the philosophy and practice involved in the transformation of conflict from individual apprehension to social opportunity. We will trace our own relationship to conflict, understand patterns of conflict engagement, uncover the role of unconscious bias, and seek to reframe conflict as a normal and essential part of social change and transformation. In addition to the core goals for all SEED courses, we have designed this course with three primary learning outcomes in mind:

- Recognize and identify personal, interpersonal, and cultural dynamics of conflict;
- Discover intra- and interpersonal skills to transform conflict into an opportunity for relational and community change
- Deepen awareness of systems and community change
- Develop a personal plan and commitment to engage in positive community change

The Online Classroom: Definitions

**Online Synchronous = “Same time-different place”**

We are all accessing the same platform(s) at the same time and—to the extent possible—we are interacting with each other verbally, visually, in chats, and/or in collaborative spaces (like Zoom, Google Drive, Canvas, etc.).
Online Asynchronous = “Different time-different place” or “On-demand”

Students access and engage with the content and assignments at whatever time works best for them. For many, this is indistinguishable from what we traditionally think of as “homework.”

In this course, there will be a blend of:

- Online synchronous time as a whole class
- Online synchronous group time, during scheduled class hours
- Asynchronous individual time, during class time or on your own time

The online classroom poses special opportunities and challenges for each of us. It is our goal to be flexible and responsive to each student’s unique needs. At the same time, our experience is that the more interactive and engaged we are when we are synchronous, the more we can all learn and the more relevant this course will be for you. Not everyone will have the capacity to have video and audio on for the full synchronous class times and group times, but we urge you to consider enabling audio and video as much as possible when we’re together, especially in small groups.

Classroom Climate & Expectations*

This course is designed for students to leave with the following:

- Confidence in applying course material and concepts in settings outside of the classroom;
- New or strengthened skills and competencies to envision and work toward social justice;
- New knowledge of the subject matter, and an understanding of how to access further knowledge and resources commensurate with their professional roles and interests;
- Curiosity and a drive to continue to develop critical thinking, inquiry, and integrity.

True learning involves risk and, therefore, vulnerability. We hope and expect that all students will engage fully with us to create and foster a learning environment that promotes social justice, inclusion and equity. Further, this is an opportunity for all of us to engage in professional socialization, respectfulness, and broadening our mutual development of cultural humility.

Questioning and disagreeing are part of the learning process, and we encourage all of us to engage in these activities with thoughtfulness and respect. We expect the classroom to be safe, but learning and growth is often uncomfortable. There may be disagreements, which foster learning and we ask that you don’t “freeze” your understanding of any of us after one or two interactions. Expect that we all have the capacity to grow and develop.

If you are someone who likes to interact and engage verbally, consider “moving back” occasionally in order to open the airwaves for others to speak. Similarly, if you are someone who is reticent to speak up in class, consider “moving up” and taking a risk.

We have designed this course to ensure that the synchronous sessions and asynchronous assignments can be completed within the boundaries of the approximately 12.5 hours scheduled for the entirety of the class. The assignments included in the course schedule and content below are primarily for your own awareness-building, including reflection, though they will also be incorporated into synchronous class discussions. Therefore, we expect you to complete the assigned reading and activities.

Finally, we believe that learning is an individual and group process, and thus everyone benefits when students attend and contribute to all class sessions.
Inclusive Language

The words we use can make the difference between forging positive connections or creating distance in our personal and professional lives. Increasing the inclusiveness of our language means striving to understand the ways that language often unconsciously makes assumptions about people and unintentionally reinforces dominant norms. I invite you to reflect on issues of privilege and injustice, and to acknowledge issues of ethical engagement when speaking on cultural communities that you do not identify with. As such, I ask that students consider:

- Recognizing and respecting individual gender pronoun use;
- Respecting and using contemporary and relevant language around social identities;
- Using language that recognizes varying abilities and is not ableist;
- Using language inclusive of diverse global contexts;
- Providing developmental and educational support of attendees who may be unfamiliar with inclusive language practices.

*Adapted from Professor Katie Doyle

Land & Labor Acknowledgment

The University of Michigan, named for Michigami, the world’s largest freshwater system and located in the Huron River watershed. We collectively acknowledge that the University of Michigan sits on land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are the Ojibwe, Odawa, and Potawatomi along with their neighbors the Seneca, Delaware, Shawnee and Wyandot nations.

We also acknowledge that this country would not exist if not for the free, enslaved labor of Black people. We honor the legacy of the African diaspora and Black life, knowledge and skills stolen due to violence and white supremacy.

By offering this land and labor acknowledgement, we affirm our commitment to anti-racist practice and working to hold the University of Michigan more accountable to the contributions and needs of Black and Indigenous people, and all people of color.

Course Recording

We ask that you refrain from recording synchronous lectures and discussions without the advance written permission of the entire class. Students needing an accommodation can contact the Office of Services for Students with Disabilities, who can conduct an assessment and provide documentation of all approved accommodation to permit the recording of class meetings. We reserve the right to disallow recording for a portion of any class session where privacy is a special concern. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.]
### Course Schedule & Content

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic/Agenda</th>
<th>Assignments/Activities</th>
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<tbody>
<tr>
<td>8/25</td>
<td>2:15pm - 5:15</td>
<td>Welcome &amp; introductions, framing for the course, exploring social identities and conflict styles</td>
<td>Complete <a href="#">Conflict Styles Assessment</a> Watch <a href="#">brief video on conflict styles</a> If you have time, watch the <a href="#">Conflict Card video</a> (6 mins 42 secs). (Optional: Read <a href="#">Conflict Styles 101</a>) <a href="#">https://docs.google.com/document/d/0B-P1IRR4RBqmWTVmLUpWczhYbWc/edit?dls=true</a></td>
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<td><strong>Conflict Styles Engagement</strong></td>
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<td><strong>Conflict Styles Debrief</strong></td>
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<td>Overview of Social Identity Profile Inventory</td>
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<td><strong>Social Identities Exploration</strong></td>
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<td>Complete the <a href="#">Social Identity Profile</a></td>
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<td><strong>Social Identities Debrief</strong></td>
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<td><strong>Setting Stage for Next Day</strong></td>
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<td>8/26</td>
<td>9:30am - 12noon</td>
<td>Further Social Identity Exploration and Conflict Styles Exploration</td>
<td>Write or record (approx 750 words / 5 mins) a reflection on how your social identities will impact your social work. Include your reflections on the last 3 questions of the social identity profile. Read <a href="#">Solving Problems and Resolving Conflict Using the Intercultural Conflict Style Model and Inventory</a> Watch <a href="#">Intercultural Conflict Styles video</a> (7 mins) and <a href="#">Conflict Card video</a></td>
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<td><strong>Intercultural Conflict Styles Activity &amp; Debrief</strong></td>
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<td><strong>Overview of Cycle of Socialization</strong></td>
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| **Cycle of Socialization**  
Timeline/Map Activity | Create a Timeline or Map of your own socialization around one of your privileged Identities.  
Review the *Cycle of Socialization by Bobbie Harro* for more info. |
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<td><strong>Debrief and Exploration: Cycles of Socialization and Liberation</strong></td>
<td>Review the <em>Cycle of Liberation by Bobbie Harro</em> for more info.</td>
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| Digging deeper on conflict framing, skill-building, and coaching. Introducing restorative mindset and principles, facilitation skills for engagement and change, and recognizing team dynamics. | ● Complete written or video reflection on ICS *(after peer debrief)*  

In-Zoom Discussion: (part 1)  
**Restorative Concepts Overview**  
● Reframing conflict discussion  
● Restorative Mindset  
● Restorative Principles  
● Restorative questions  

SMALL Zoom GROUPS:  
restorative peer consulting activity |
| In Zoom Discussion: (Part 2)  
**Restorative Design & Needs**  
● Restorative design  
● Universal Human Needs  

SMALL Zoom GROUPS:  
UHN activity & large group recap |
| In Zoom Discussion (Part 3)  
**Restorative Concepts Cont.**  
● CLARA concept introduction  
● Positions & Interests -  

SMALL Zoom GROUPS:  
Orange Dilemma  

Restorative Concepts (Part 4)  
**Third Side Thinking** - Break & Video  
Third Side Website and Video perusal/viewing  
https://www.ted.com/talks/william_ury_the_walk_from_no_to_yes/transcript?language=en#:~:text=So%20let%20me%20just%20leave,a%20step%20closer%20
| 8/27   | 9:00am-noon & 1:00-3:00pm | Continuing facilitation skills for engagement and change, and recognizing team dynamics. Introducing key concepts of social and community change, exploring examples of social change, practicing systems change and reflecting on course learnings. | • ON YOUR OWN By **Thursday** at 9:00am: **Review** [Pathways to Civic Engagement & Community Change](#) & **Complete** [Pathways Inventory](#) (~ time 20 mins)

• SMALL & LARGE Group: **Identify** an example of social change (ID whether this social change was positive or negative, and key factors involved in the change).

• LARGE & SMALL GROUP: Application Activity

• LARGE GROUP: Wrap-up / Q & A |