

Draft: March 1, 2006

Course Outline Summer 2006 (Tentative)

Being About Action: Local Leaders, Global Futures

A Summer Institute in Dialogue

May 8 – June 26th
Full time 10 credits
DIAL 390, 391

Overview:

This intensive and integrative undergraduate Summer Institute will engage students in a range of experiences and dialogues about what it means to be a leader for an individual, an organization and for a city such as Vancouver operating within a global context. We will explore the role of leadership in creating a more sustainable and equitable future for humans, cities and ecosystems, amidst complex local and global issues and perspectives. Students will be involved in a range of public dialogues including Imagine BC, World Youth Forum, an online e-dialogue, World Urban Cafés, and the week-long World Urban Forum UN Habitat event in Vancouver (June 19-23, 2006). Students will play an active role in participating, reflecting and reporting on these important events, as well as creating projects that contribute to local and global dialogues about the future.

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Other SFU faculty and numerous off-campus leaders will be instructors in the course.

Teaching and Research Assistant

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* The class will run Monday thru Friday 9:30-3:30 with a break for lunch. A schedule will be online as soon as possible.

Undergraduate Semester in Dialogue **Morris J. Wosk Centre for Dialogue, Simon Fraser University**

The **Undergraduate Semester in Dialogue** is a novel and intensive learning experience that uses dialogue to focus student education on public issues. The program addresses what we believe is the principal challenge for contemporary education: to inspire students with a sense of civic responsibility, encourage their passion to improve Canadian society, and develop innovative intellectual tools for effective problem solving.

Benefits of Dialogical Approach:

- dialogue yields respectful understanding of different points of view, a critical step in resolving issues.
- dialogue is collegial by nature and concept-bridging in practice, leading to a consensus-building outcome that is considerably more effective at resolving issues than the adversarial approach that commonly characterizes societal debates
- dialogue may influence Canadian society by forging an unusual network between faculty, students, and public mentors that benefits both student education and public ideals.

We believe that dialogue-based learning can:

- forge strong links between coursework and community
- create a blend of attitudes, expertise, and intellectual dexterity that will be particularly suited to resolving the myriad and complex problems facing contemporary society.
- strategically enhance Simon Fraser University's mission to educate students into productive, creative, well-balanced, reflective, and engaged members of society.
- encourage young Canadians to care about the world around them
- provide students with the tools they need to be effective ambassadors for progress.

Educational Framework of the Semester

- Engagement with societally relevant issues
- Active, discussion-based learning rather than lectures
- A network of intriguing, experienced, and accomplished speaker/facilitators
- Critical thinking
- Exposure to and deep understanding of diverse viewpoints
- Intensive mentoring and small class sizes
- A Cohort of students from diverse backgrounds
- A blend of teamwork experience and individual initiative
- Strong focus on communication skills
- Student involvement in project design and topic selection

Being about Action: Local Leaders, Global Futures

Major Concepts

Four connected concepts will be examined in this 7-week course: leadership, dialogue, action and integration.

1. Leadership – What is leadership? Do we all have the potential to be leaders? Can we cultivate leadership? What is the role of activism and dialogue in leadership?
2. Dialogue – What is dialogue? What is the role of dialogue in creating action? Is dialogue action?
3. Action – What does it mean to move ideas into action? What is the distinction between activism and action?
4. Integration – What is the role of integration in social change? How can collaborative networks be utilized by leaders and activist? How does systems thinking connect to the concepts of action, dialogue and leadership? What is the role of partnerships in action?

Definitions to be considered and examined in the course:

Leadership

Action

Dialogue

Integration

Systems Thinking

Partnership

Activism

Advocacy

Change

Assignments

Photos and Student Biographies

On the first day of class, students work in pairs to interview one another and write a 200 word biography for their partner. Pairs should work together on the writing and Biographies will be emailed to Vickie Caffo who will post them on the website.

First Paragraph Exercise

During the first week you will be asked to write an opening paragraph on a course concept that is intended for a magazine or newspaper article (max 100 words). You will then print out an overhead of the paragraph. We will spend time editing the paragraphs the next day in a thoughtful way – learning how to give feedback and support each other in our writing. The exercise is anonymous.

Preparing for Dialogue with Guests

A pair of students will be assigned to a class when guests will be attending. One week prior to the guest visit the pair will be responsible for distributing the following to the entire class: one page biography of each guest and a sample of possible questions to lead the dialogue. This pair will also be responsible for greeting, thanking and contacting the guests (see dialogue section below for more specific details on templates etc.).

Reflective journal

It is strongly advised that you keep a journal with your reflections/observations concerning how the values, approaches, and experiences of the course provide insights into your own personal and professional growth. This assignment will not be read or graded, although we hope you will share some of your observations with the faculty and the class.

Written Reflections

You will be asked to hand in weekly reflections at the end of each week (~one page in length). These reflections are intended to help your writing and will be refinements of your personal journal. There will be opportunities to share your written reflections with the class. Below is a list of ideas on writing reflections.

Ideas for writing reflections...

- Formulate an idea as if you are expressing it to a friend.
- Write a letter detailing your enthusiasm about a new idea.
- Have an imaginary discussion with someone you have always wanted to talk with.
- Ask your self, peers, and instructors clarifying questions.
- Describe how various ideas speak to your experience.
- Consider your response to moments when the ideas discussed affected you.
- Relax and meditate on certain events, incidents, and actions in a new way.
- Write a story about a particular incident.
- Extrapolate what you are learning to news events, popular culture and political dimensions of everyday life.
- Find particular sections, passages, sentences, or even words from course materials that intrigue you. Write about those ideas in depth, giving free form to your ideas.
- Ask imaginative questions. Trust your intuition.
- Draw a picture Use multi media. Take a photograph.

Major Individual Project

You will research a topical issue connected to the course themes and write an article for a magazine or newspaper. The goal is to engage with a controversial issue in a manner that is probing, thought provoking, and non-didactic, in a manner that invites discussion. The piece should be no more than 1500 words. This assignment has both an oral presentation and a written component.

Contribution and Participation

Participation is obviously important in a Dialogue course. Each student will be responsible for facilitating periods or blocks during the course. We will discuss expectations related to contribution and participation throughout the semester.

Major Group Project

Facilitating a Public Dialogue

Students will organize, advertise, facilitate, run and report on a one day public dialogue in collaboration with the Roundhouse Community Centre and the Imagine BC project of the Centre for Dialogue. The focus of the public dialogue will be to increase community involvement in the Imagine BC process.

CREATING A SHARED FUTURE: A PUBLIC DIALOGUE ABOUT ECOLOGY AND ECONOMY

Jun 15th 10am – 5pm

Exhibition Hall

The Roundhouse in collaboration with Simon Fraser university's undergraduate semester in Dialogue and Imagine BC will be co-hosting a public dialogue to explore scenarios for a sustainable shared future. On June 15th, students from the undergraduate semester in dialogue, in collaboration with local leaders, including professional artists, will co-facilitate a full day dialogue at the Roundhouse in support of the Footprints Project. Community members interested in engaging in a dynamic, lively day of dialogue and engagement are encouraged to attend. The dialogue will build on the imagine BC process and this year's theme of "Ecology and Economy". We aim to gather together people from diverse communities around questions of future economic and ecological well being and provoke new understandings that will contribute to personal changes and choices that move us toward a more sustainable future. Outcomes from this dialogue will feed into a dialogue envisioned as part of the earth village festival on June 22. and will be reported widely through the imagine BC publications.

Imagine BC Details

Imagine BC is a five-year futures project convened by Simon Fraser University's Wosk Centre for Dialogue. The dialogue series aims to involve leaders from diverse sectors in the province in thinking forward about BC's possible futures, 30 years out. Each year the series of dialogues range in scale from small (13 delegates produce a thematic consensus statement and set of future scenarios) to medium (reporting out on themes and interacting with policy-makers and elected officials) to large (engaging with 150 participants and a province-wide radio audience on themes and questions concerning BC's future) to local (engaging 250 participants in five communities across the province).

Imagine BC is an initiative of Simon Fraser University's Dialogue Programs at the Morris J. Wosk Centre for Dialogue. The purpose of Imagine BC is to catalyze dialogue on the future of the province among diverse publics and in doing so generate provocative and constructive ideas for change.

www.sfu.ca/dialogue/imaginebc/

Guests and Dialogue

There will be numerous guests throughout the course. All guests as well as a targeted invitation list (decision-makers and opinion-makers) will be invited to a public presentation of the final project, where the class will engage, promote, and defend their proposals before a live audience of people who matter.

Invited guests from diverse professions and organizations engage in open and respectful discussions with students about the issues associated with the semester's focal topic. We intentionally structure the sessions to avoid lecture and question/answer format and encourage conversations in which students are on equal footing with guests. These experiences are designed to teach skills in "reading the room," hearing a variety of perspectives, and respectfully sharing their own views.

Student Responsibilities for Guests

Two students will be assigned to a class with a guest. The pair will prepare a short document to be photocopied and handed out to all students at least **one week** prior to the guest. The pair will prepare a biography of the guest with a short list of themes and discussion questions. The pair should be prepared to greet the guest and aid in facilitation of the dialogue. The pair will also be responsible for emailing the guest prior to the class to ensure the guest is attending, talk to the guest in advance about what will be discussed and outline directions to the classroom. The pair will also thank the guest at the end of the day and give out a jar of honey as a gift.

Template for Biography

Word Document or Adobe Pdf (preferable)

Font - Arial

Font Size- 12 pt.

Margins – 2.5 cm on all sides

1.5 Spacing

Name of Guest in Bold in Font 16

Small Photo or Image if available - in top left corner

Short Biography 250 words max.

Key Resources

1-3 Key Papers for the class to read (Full reference please – in APA format)

Other Resources – other books or papers and relevant websites

3 Key Dialogue Questions

Grading and Feedback

Written assignments/oral presentations See Above for description : These will be reviewed and edited in a timely fashion by faculty, returned, rewritten, and resubmitted. Students also will exchange manuscripts for constructive comments. Oral presentations will be critiqued both in class and privately.

Mentoring: We expect you to meet with faculty on a regular basis to discuss your projects and any issues relating to the course, as well as to receive feedback.

Grading for the two courses will be divided as follows:

Dial 390: Art and Practice of Dialogue

- Growing the Story
- Participation in guest dialogues
- Organizing and facilitating the public dialogue – Imagine BC

Dial 391: Written and oral project presentations

- Op-Ed
- Leadership Project
- Final Report on public dialogue – Imagine BC
- Reflections

Readings

Please purchase and read this book before the start of class. The book will be ordered through the SFU Bookstore (Harbour Centre).

How to Change the World: Social Entrepreneurs and the Power of New Ideas

by David Bornstein. NY: Oxford University Press, 2004

A readings package will be handed out on the first day of class. There will be approximately 4 papers per week that connect with the themes and concepts covered in class.

Potential Guests (All guests tentative and yet to be invited)

Brainstorm List

Ken Lyotier – Executive Director and Manager, United We Can

Cheeying Ho, Executive Director, Smart Growth BC

Denise Taschereau- Fairware Promotional Products

Gordon Price – Director, SFU City Program, Former Vancouver City Councillor

Ginger Gosnell - Action Canada fellow, Developer of Leaders training initiative with AFN for First Nations Youth

Mauro Vescera – Program Director, Vancouver Foundation

Jamie Ross – Action Canada fellow, Manager, Environment, Health and Safety Services Enterprise Risk, Deloitte & Touche LLP
 Amir Alibhai, Arts Programmer, Roundhouse Community Arts and Recreation Centre
 Judith Reeve, Landscape Architect and Urban Designer, Toby, Russell, Buckwell and Partners
 Bruce Sampson, Vice President, Sustainability, BC Hydro
 Priscilla Boucher, Director, Community Leadership Strategy, Sustainable Group, Vancity
 Milton Wong, CEO, HSBC Asset Management
 Ian Chisholm, The Roy Group, developer of The Gemini Project
 Judith Marcuse, Artistic Director, Judith Marcuse Projects, choreographer and social activist
 Judge Steven Point, Commissioner with BC Treaty Commission, served as elected chief for 15 years
 LEAD SFU

Dialogues to Participate in

EYA World Café's
 World Youth Forum
 World Urban Forum

Weekly Course Timetable – Expect to be involved in coursework Monday-Friday from 9:30-3:30 with a break for lunch.

	Monday	Tuesday	Wednesday	Thursday	Friday
9:30-12	Guest Dialogue	In Class	In Class	Guest Dialogue	Field Trips/ Peer Mentoring
	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1-3:30	Group Work	Office Hours	Office Hours	Group Work	Group Work

Important Dates:

Start Date: May 8, 2006
 End Date: June 26, 2006
 Imagine BC event: June 15, 2006