INSTRUCTOR’S INFORMATION:

Barry Hart, Ph.D.
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432-4432
Office: Located in the CJP building (Martin’s Store)
Appointments arranged by email

COURSE DESCRIPTION:

The course addresses the importance of trustbuilding in the creation of healthy relationships and communities. To do this, trustbuilders have to be self-aware, honor their own dignity, that of others and understand the historical and socio-cultural context in which they work. It is also important for them to provide safe spaces for relationships to develop and meaningful dialogues to take place.

Course participants will explore these critical issues along with the roles of identity and trauma in the trustbuilding process. Emotional and cognitive empathy will also be examined as critical factors in establishing bonds of trust. Additionally, building diverse teams and networks will be highlighted regarding their role in dealing with complex issues of race, culture, religion and politics in developing just and sustainable relationships and communities.

COURSE GOALS AND OBJECTIVES:

1. Examine the concept and meaning of trustbuilding, learning about its values and practices and the importance of being a reflective trustbuilder.

2. Understand the roles of trauma awareness, identity and dignity in building just and sustainable relationships of trust.

3. Explore the role of trustbuilding as social capital for building for peaceful, equitable communities.

4. Examine the role of acknowledgement or apology, forgiveness and accountability (acts of repair) in the healing and trustbuilding process.
5. Learn how narrative and data can be used to inform and mobilize support for efforts to build equitable communities.

6. Increase capacity to use dialogue as a tool to build trust and discern core issues.

7. Develop skills to “sit in the fire” as a facilitator in emotionally charged settings

8. Increase skills in building teams and partnerships that are sustainable

Through various activities such as case analysis, dyad and triad exercises, practicing facilitation and co-facilitation models, site visits, as well as engaging in exercises related to teambuilding and developing cohort support systems, participant will gain practical skills and tools to engage effectively in trustbuilding activities in their communities, work contexts and/or other settings where racial, cultural, religious or political division is taking place.

**REQUIRED TEXTS AND OTHER RESOURCES:**


(Other articles and videos will be incorporated into the course as necessary)
Supplemental Reading:


Course Requirements:

1. **Reading all assigned material.** 1000-1500 pages for 3-credit students; 500-1000 pages for those taking the course for 2-credit. Participants doing the course for training should read all *required* articles or book chapters related to class discussions. Your instructors will explain this in more detail during the first full day of class.

2. **Full participation in class.** Regular attendance is essential. Full engagement in discussions and class exercises is expected. (20 points)

3. **Develop a trustbuilding intervention plan:** For your community, organization, or place of worship, etc., paying close attention to your role in the process, narrative development and the importance of identity, trauma and dignity issues. This assignment is for participants taking the course for 3-credits, as well as for 2-credits. Those taking it for training are highly encouraged to participate in this intervention planning process. A presentation of a comprehensive *outline* of your plan will take place on the last day of class. The final plan will be turned in at a later date: August 20 for full-time CJP students and October 1 for part-time students (50 points)

4. **Book or article review.** Not required for those taking the course for 2 credits or training. Select a book, chapter or article from the required or supplemental reading lists—or chose a related book, etc., in consultation with the instructors. (15 points)
5. **Journal**: To be written during the course, capturing your feelings and learning(s) related to trustbuilding, its values and practices. Daily entries are highly encouraged. These journals will be turned-in at the end of day six. The instructors will review and return them on the final day of class. Those taking the class for 3 and 2-credits are required to do the journal; and those taking the class for training are encouraged to participate in this activity. (15 points).

*These are brief descriptions of required graded assignments for the course. More details for each assignment can be found on the “Guidance Notes” that will be provided in class.*

**DAILY CLASS SCHEDULE:**

Handed out the first day of class

**SPI Attendance Policy:**

It is expected that individuals registering for an SPI session will attend the entire course (barring unforeseen travel delays or emergencies). Please contact SPI directly at spi@emu.edu before registering if you know you will have to miss any days of a course. SPI certificates are provided to participants only if they miss no more than one class day unless prior arrangements have been made with SPI Director. For-credit participants are expected to attend all class sessions unless they are given permission from the instructor to miss a session. SPI courses rely on active student participation in a learning community. If a participant misses class repeatedly and this disrupts the learning for others, he/she will be asked to leave the course and no money will be refunded for remaining course time.

**Grading Criteria and Other Policies:**

In SPI the instructor will provide to all students taking the course for graduate credit some supplemental information that will serve as a resource after SPI when students are working on course assignments. This will include information on library resources, EMU’s academic integrity policy, guidelines for writing graduate papers, information regarding the grading scale and course deadlines, and then some suggestions we have for you in order to make your experience of taking SPI courses for graduate credit as successful as possible! These documents are available online at [https://emu.edu/cjp/spi/participants/graduate-credit](https://emu.edu/cjp/spi/participants/graduate-credit).