

 <p><b>25</b> THE CENTER FOR JUSTICE &amp; PEACEBUILDING</p>	<p><b>TRANSFORMING COMMUNITY SPACES THROUGH EQUITABLE COLLABORATION PAX 691</b></p> <p><b>SPI 2022</b> Session 4: June 13 – 17</p> <p><i>M, T, Th: 8:30–12, 1:30–5; W: 8:30–12, 2:30–5 F: 8:30–12, 1:30–4</i></p>
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### CO-INSTRUCTORS' INFORMATION:

**Frank Dukes, Ph.D.**  
[ed7k@virginia.edu](mailto:ed7k@virginia.edu); 434-996-6588

**Leanne Nurse, M.A.**  
[lotusnurse@gmail.com](mailto:lotusnurse@gmail.com); 202-423-8504

### COURSE DESCRIPTION:

During the past decade the world has seen increasing recognition of the need to transform monuments, memorials, contaminated areas, sites of violence, and other spaces identified with histories of harm. “Transforming Community Spaces Through Equitable Collaboration” (TCS) will prepare participants to help institutions and communities determine how to transform these challenging sites using processes that uncover hidden histories, advance social justice, and promote collective healing. Participants will learn about the challenges and opportunities of problematic community spaces and the principles and practices of “equitable collaboration.” Equitable collaboration is engagement that is trauma-informed, inclusive, responsive, truth-seeking, deliberative, and adaptive. A particular focus of the course will be nearby Charlottesville, Virginia, including work to transform the sites of the Confederate statues that prompted 2017’s Unite the Right rally and violence, and the deep community engagement that guided the design of the momentous Memorial to Enslaved Laborers at the University of Virginia. Participants will also identify sites of interest to themselves and will have access to an online Toolkit ([transformingcommunityspaces.org](http://transformingcommunityspaces.org)) that will help them navigate these challenging conflicts within their own communities and institutions.

### COURSE GOALS AND OBJECTIVES:

Students will develop confidence in their ability to address problematic community spaces, including assessing the strengths and weaknesses of how decisions about those spaces are typically made, and learning to design and conduct equitable collaboration processes. These include authentic public meetings, informative community dialogues, and transformational collaborative change processes that uncover hidden histories, advance social justice, and promote collective healing.

### Learning goals:

Participants will gain:

- 1) Understandings of the many dimensions of contentious community spaces, including ways that power and privilege manifest in those spaces.
- 2) Improved capacity for conducting trauma-informed assessment, process design and facilitation.
- 3) Improved awareness of one’s own conscious and unconscious biases and thought processes and how they may impact mediation/facilitation.

- 4) Ability to incorporate tools to enhance mediator/facilitator self-care.
- 5) Competency employing six elements of equitable collaboration in community meetings, community dialogues, and community collaborative change (consensus-building) processes to address complex issues surrounding contested community spaces.

### REQUIRED TEXTS AND OTHER RESOURCES:

The primary reading will be the *Transforming Community Spaces* Toolbox, an online (and downloadable as a pdf) resource developed by the Institute for Engagement & Negotiation, University of Virginia, at <http://transformingcommunityspaces.org>.

CITY OF CHARLOTTESVILLE. *Blue Ribbon Commission on Race, Memorials, and Public Spaces. Report to City Council*. December 19, 2016. Read pp. 2-23 and Appendices A, B, and L. [BRC Final Report](#)

University & Community Action for Racial Equity (UCARE). *Call for Reflection and Action*. 2012. Read through p. 14 and scan the rest of the document. [UCARE Report](#)

Maria Popova, *The Science of How Our Minds and Our Bodies Converge in the Healing of Trauma*, [Brain Science](#)

On Being Podcast *Bessel van der Kolk with Krista Tippett* at [Van Der Kolk On Being](#)

Brendan Wolfe, "Unearthing Slavery at the University of Virginia," *Virginia Magazine [alumni magazine]*, Spring 2013. [https://uvamagazine.org/articles/unearthing\\_slavery\\_at\\_the\\_university\\_of\\_virginia](https://uvamagazine.org/articles/unearthing_slavery_at_the_university_of_virginia)

Additional material such as exercises and case examples will be provided by the instructors during the class.

### REQUIRED ASSIGNMENTS:

In addition to reading the required texts, attending all classes, and engaging in the experiential activities (which is required for all participants), **the following assignments are required for those taking the course for 2 graduate credits:**

- Periodic written reflections shared with the instructors and class throughout the course.
- A final project presentation to the entire class describing a proposed equitable collaboration process for transforming a problematic community space. Class members will choose a space of their own to work on, either as a solo project or as part of a team.
- Final assignment: a 15-page paper describing the design of an equitable collaboration process for a community space of significance to you. This paper will include a situation assessment as well as recommendations for the process and will be based on the class presentation.

### ***Final papers due August 20***

*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:

Each of the five class sessions will include the following elements:

- Experiences of mindful self-care and community building
- One or more case examples, including the perspectives of participants involved in the cases
- Exploration of one or more of the elements of equitable collaboration

The class will include multiple examples of cases from the instructors' own experiences, including:

- Sites of contamination;
- The destruction of a rural community's beloved bridge;
- Communities grappling with Confederate statues;
- Institutions addressing legacies of slavery and segregation.

### Lots of:

Applying knowledge to real world cases  
Problem solving  
Dialogue  
Facilitating  
Critical thinking  
Simulation  
Teams  
Hands on, individualized learning

### Very little:

Regurgitating facts  
Rote learning  
Lecture  
Telling  
Memorizing  
Observation  
Passive listening  
One-size-fits-all

## 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](mailto: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 the 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, they will be asked to leave the course and no money will be refunded for remaining course time.

## FOR CREDIT GRADING CRITERIA AND OTHER POLICIES:

- Ongoing shared journal (20%)
- Active class participation, including final presentation (30%)
- Final paper (50%)

SPI provides 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 includes information on library resources, EMU's academic integrity policy, and 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 all available online.