



Transformative Conflict Praxis

LCPW-2300

3 credits

Spring 2025

Required Texts and Articles:

Decolonizing Non-Violent Communication (Third Edition) by Meenadchi No

ISBN - \$16 or download for \$8

<https://co-conspirator.press/Decolonizing-Non-Violent-Communication>

A Restorative Conversations Toolkit by nuri nasrat Available
as free download:

https://issuu.com/projectnia/docs/rjconversationtoolkit_printable-2

On Repentance and Repair by Danya Ruttenberg

ISBN-10: 0807010510 - \$16

Little Book of Restorative Justice by Howard Zehr

ISBN 9781561483761 – Living Justice Press - \$8

Little Book of Race and Restorative Justice: Black Lives, Healing, and US Social Transformation by

Fania Davis

ISBN13: 9781680993448 – Living Justice Press - \$8

Transforming Conflict: The Blessings of Congregational Turmoil by Rev. Dr. Terasa

Cooley ISBN: 9781538161838 – Beacon Press - \$22

We Will Not Cancel Us: And Other Dreams of Transformative Justice by adrienne marie brown
 ISBN: 1849354227 – Emergent Strategies Series - \$9

Required Articles and Excerpts to Be Provided by the Instructor:

- “On Space: Life in the Web” by John Paul Lederach from *The Moral Imagination: The Art and Soul of Building Peace*
- “Life Comes From it: Navajo Justice Concepts” from *New Mexico Law Review* by Chief Justice Robert Yazzie (1994)
- Excerpts from *When a Congregation is Betrayed: Responding to Clergy Misconduct (2005)* by Beth Ann Gaede
- Berry Street Essay, “*When We Come and How and Whither*” by Deborah Pope-Lance (PDF to be provided)

Videos and Podcasts (Available online):

- Bruce Perry, “*Stress, Trauma, and the Brain: Insights for Educators*” PBS LearningMedia
- Nkem Ndefo “*Resilience Toolkit*” Video and Podcast
- Mia Mingus, “*The Four Parts of Accountability and How to Give a Genuine Apology*”
- Videos by Project Nia and the Barnard Center for Research on Women. Produced by Mariame Kaba, Dean Spade, and Hope Dector “
 - “*What are Obstacles to Accountability?*” video (Barnard Center for Women)
 - *What is Accountability?*” video (Barnard Center for Women)
 - “*The Modern Roots of Transformative Justice.*”. (Barnard Center for Women)
- “*Restorative Justice: a conversation with sonya shah*” on the podcast, “A New Legacy.”
- “*Transformative Justice Visions and Praxis: The Case of Larry Nassar at MSU*” with Mimi Kim

Other Recommended Texts:

- *Creative Interventions Handbook: A Practical Guide to Stop Interpersonal Violence*
 ISBN10: 1849354642– Available for free download online or for purchase - \$30
- *Fumbling Towards Repair: A Workbook for Community Facilitators* by Mariame Kaba and Shira Hassan
 ISBN10: 1939202329 - \$28

COURSE SCHEDULE

(Note: the instructor reserves the right to modify the course schedule as she sees fit; if changes are made, efforts will be made to consider student needs and communicate changes in a timely manner)

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| <p>January 27 Week 1</p> | <p>Via Video: Syllabus and Assignments Review – Please watch the full video introductions to our course in advance.</p> <p>Introduction Video(s): This will include an introduction to me, the intentions and aims of the course, and an introduction and overview of the syllabus</p> <p>Conflict Definitions and Circle Video: This video will introduce definitions that are operating in our course and an introduction to Circle and rounds.</p> <p>Please email me in advance, and/or bring specific questions about the syllabus to class on</p> |
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| | <p>February 3. My goal is to minimize the amount of time we use on February 3 to orienting to the syllabus itself. My hope is that we jump in to our work of being together.</p> |
| <p>February 3 Week 2</p> | <p>Conflict and the Body Group Agreements Nervous System Fluency, Grounding, Science of Response</p> <p>Read/View or Listen in Advance:</p> <ul style="list-style-type: none"> • Watch the “Stress, Trauma, and the Brain: Insights for Educators” with Dr. Bruce Perry PBS LearningMedia Video Series (Total: 35 min) <ul style="list-style-type: none"> ○ The Neurosequential Model (7 min) ○ How Stress Impacts the Brain (5.5 mins) ○ The Power of Connection (7 min) ○ Regulating Yourself and Your Classroom (8 min) ○ Educator Strategies (7.5 min) • Nkem Ndefo “Resilience Toolkit” Video/Podcast (To be provided.) <ul style="list-style-type: none"> ○ “On Trauma and Resilience” (https://www.youtube.com/watch?v=noa3lv_bSeg) (52 min) • Meenadchi, “Decolonizing Non-Violent Communication” (Third Edition) – (p. 1-47) – specific activities within this workbook will be assigned to share on the discussion board in the next two weeks) <p>Discussion Post – Respond to prompt in Populi by Friday, February 7 at 5PM PST. Note, to effectively respond to this post you will need to have completed the reading and viewing.</p> |
| <p>February 10 Week 3</p> | <p>Conflict Biography and Theology</p> <p>Constructive Theology Activity: “What Webs Require”</p> <p>Read/Watch/Listen in Advance:</p> <ul style="list-style-type: none"> • UUA Leadership Institute – Training for Right Relationship Teams (2 videos): <ul style="list-style-type: none"> ○ “Theology Supporting Right Relationship” (4.5 min)- https://youtu.be/Y1Z4L9pfgEw ○ “Process Theology and Creative Interchange” (9.5 min) - https://youtu.be/F-8--Qm3cg • “On Space: Life in the Web” (pgs. 75-86) from <i>The Moral Imagination: The Art and Soul of Building Peace</i> by John Paul Lederach • “Life Comes From it: Navajo Justice Concepts” (pgs. 175-190) by Chief Justice Robert Yazzie (1994) • “Introduction” and “A Repentance Overview” (pgs. xi – 46) from <i>On Repentance and Repair</i> by Danya Ruttenberg • “The Journey to Racial Justice and Restorative Justice” and “Ubuntu: The Indigenous Ethos of Restorative Justice “ (pgs. 1-29) <i>Little Book of Race and Restorative Justice: Black Lives, Healing, and US Social Transformation</i> by Fania Davis • “Fixing a Broken System: A Muslim Model of Restorative Justice” by Najeeba Syeed at the Catholic Theological Union. Link: https://www.youtube.com/watch?v=t6DbbtS2zbl <p>Introduction to Healing/Accountability Essay</p> |

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| | <p>Assignment Due:</p> <ul style="list-style-type: none"> • If we did not do the activity in class, watch the “Hope for Us: Restorative Approaches to Conflict in Congregations” workshop recording. • Post your Theology of Conflict and Harm Statement to our online Discussion Board by Sunday, February 16. Respond to a classmate’s post before class the next week, Monday, February 24. |
| <p>February 17 Week 4</p> | <p>Praxis Week (<i>No class – President’s Day.</i>)</p> <p><i>In lieu of class this week: Restorative Conversations</i></p> <p>Practice:</p> <ul style="list-style-type: none"> • Read the Restorative Conversations Toolkit by nuri nasrat. • Students will make arrangements for a practice Restorative Conversation. Students will take notes on what they notice in the conversation to bring to class on February 24. • Please post on the Discussion Board: when you have scheduled your conversation, and a follow-up reply to that message sharing an “ah-ha” from the conversation before February 24. • Remember to respond to a classmate’s Theology Statement before February 24. <p>Read:</p> <ul style="list-style-type: none"> • <i>Restorative Conversations Toolkit</i> by nuri nasrat • <i>Little Book of Restorative Justice</i> by Howard Zehr • <i>Little Book of Race and Restorative Justice: Black Lives, Healing, and US Social Transformation</i> by Fania Davis |
| <p>February 24 Week 5</p> | <p>Conflict Inquiry, Healing, and Accountability</p> <p>Reading/Viewing/Listening in Advance:</p> <ul style="list-style-type: none"> • Complete reading of nasrat, Zehr and Davis. • Mia Mingus, “<i>The Four Parts of Accountability and How to Give a Genuine Apology</i>” (online article). • “<i>What is Accountability?</i>” video (Barnard Center for Women) • “<i>What are Obstacles to Accountability?</i>” video (Barnard Center for Women) • Meenadchi, <i>Decolonizing NVC</i>, pg. 25-47 (Includes activities on Strategies, Trauma, and the Gut) <p>Assignments:</p> <ul style="list-style-type: none"> • Remember to respond to at least one classmate’s Theology Statement before class, February 24. • Discussion Board post responding to your experience of the Meenadchi workbook, due Friday, February 28. |
| <p>March 3 Week 6</p> | <p>Resonating, Attuning, Witnessing</p> <p>Reading/Viewing/Listening in Advance:</p> |

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| | <ul style="list-style-type: none"> • Meenadchi, “Decolonizing Non-Violent Communication” (Third Edition) - p. 49-87 • “Restorative Justice: a conversation with sonya shah” on the podcast, “A New Legacy.” <p>Healing/Accountability Essays (2-4 will be read out loud)</p> <p>Assignment Due: Your final Healing/Accountability Essay is also due at the end of this week (Friday, March 7).</p> |
| <p>March 10 Week 7</p> | <p>Interpersonal Conflict Assessment and Group Discussion Mid-Term Assessment: Interpersonal Conflict Assessment and Group Discussion</p> <p>Read/View in Advance: In preparation for this Conflict Assessment (March 10), complete any unfinished reading, listening, or viewing from the first half of this course. You will be expected to have familiarity with these resources and be able to reference them in the assessment itself during our class.</p> |
| <p>March 17 Week 8</p> | <p>Spring Break – School Closed <i>No assignments or reading due on Monday, March 27! Rest!</i></p> |
| <p>March 27 Week 9</p> | <p>Communities as Living, Remembering, Transforming Beings</p> <p>Welcome back from break! In this second half of our course, we will shift from a focus on interpersonal conflict and harm to engage lessons from community psychology, liberation psychology, and transformative justice on the current field of community harm, healing, and accountability techniques.</p> <p>Note: No reading or assignments are due March 27.</p> |
| <p>March 31 Week 10</p> | <p>Praxis Week (No class – Eid al Fitr.)</p> <p><i>In lieu of class this week: Community Case Studies with Transformative Justice</i></p> <p>Read/Watch:</p> <ul style="list-style-type: none"> • “The Modern Roots of Transformative Justice.” Created by Project Nia and the Barnard Center for Research on Women. Video produced by Mariame Kaba, Dean Spade, and Hope Dector. • “Transformative Justice Visions and Praxis: The Case of Larry Nassar at MSU” • Selections from, <i>When a Congregation is Betrayed: Responding to Clergy Misconduct</i> • Berry Street Essay, “<i>When We Come and How and Whither</i>” by Deborah Pope-Lance (PDF to be provided) <p>Assignment Due: You will be reading and considering a community case of your own to post online (Friday, April 4) for discussion in class on Crisis/Intervention Responses on Monday, April 7.</p> |

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| <p>April 7 Week 11</p> | <p>Organizational and Congregational Harm: Crisis/Intervention Responses</p> <p>Students and the instructor will bring case study examples on community conflict and harm, applying restorative and transformative justice interventions to congregational and organizational misconduct and harm.</p> <p>Read/Watch/Listen in Advance:</p> <ul style="list-style-type: none"> • <i>We Will Not Cancel Us</i> by adrienne marie brown • <i>Creative Interventions Toolkit</i> (Selections will be assigned) <p>Assignment Due: By Friday, April 11, students will post on our Discussion Board in preparation for Rev. Dr. Terasa Cooley’s participation in our class next week.</p> |
| <p>April 14 Week 12</p> | <p>Congregational Conflict: Building Skills and Capacities Guest Engagement: Rev. Dr. Terasa Cooley</p> <p>Read in Advance: <i>Transforming Conflict: The Blessings of Congregational Turmoil</i> by Rev. Dr. Terasa Cooley</p> <p>Assignment Due: By Friday, April 18 – Discussion Post</p> |
| <p>April 21 Week 13</p> | <p>Structures: Designing for Conflict Transformation in Community <i>Reading: To be assigned based on case study materials</i></p> <p>Assignment Due: By Friday, April 25 – Discussion Post</p> |
| <p>April 28 Week 14</p> | <p>Structures: Special Topics in Community Conflict Facilitation <i>Reading: To be assigned based on case study materials</i></p> |
| <p>May 5 Week 15</p> | <p>Final Assessment: Community Conflict Assessment and Group Discussion</p> <p>Today will be our final in-class assessment! Prior to this assessment, complete any reading, viewing, or listening that you have not completed. You will need to have on-hand familiarity with our community conflict resources in response to a conflict simulation in class.</p> <p>Assignment Due: Students will sign up for a final “Reflective Interview” with the instructor following the in-class Assessment. These are 30 minutes long and are signed up for in advance of the week.</p> |
| <p>May 12 Week 16</p> | <p>Last Day of Class/Closing the Circle</p> |