

CHL8001HF1: Generative Dialogue in Community & Research Settings: Theory, Method, Ethics



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Format: 6 weeks, face-to-face, fall term (Wednesday evenings, September 14 - October 19)

Location: HS614 (Health Sciences Building, 155 College Street, 6th floor)

Prerequisites: An introductory course in qualitative methods, or equivalent experience, or permission of the instructor. NOTE this is an approved elective in the [Collaborative Program in Community Development](#) and the [CQ methods series](#).

Rationale & Focus:

From community engagement to the semi-structured research interview, deliberative process to mediation and the learning organization, dialogue and its core elements (capacity to listen/hear, being heard, speaking one's truth, navigating institutional agendas, storytelling, dialogue across differences) are central. What is authentic dialogue? How does it apply in research, in public health, and community development practice? This course will explore the nature and lived experience of dialogue in its many forms, as well as the many methods that have sprung up around it and that offer a rich and varied toolkit for health and social care professionals, as well as the ethical and pedagogical issues arising from the instrumentalization of dialogue.

Course Objectives

- To explore diverse threads and perspectives within the field broadly defined as “dialogical methods”, from Bakhtin and Habermas to Rosenberg, Freire, Bohm, indigenous perspectives and beyond
- To learn about the theory and practice of dialogue as operationalized in a variety of specific methodologies, including Freirian critical pedagogy, NVC, Structured Story-Dialogue, World Café, Open Space, The Art of Convening, Brokered Dialogue, Literacy Circles, Circles of Compassion, talking circles of various kinds including indigenous traditions, & more
- To explore the merits and potential pitfalls of the application of dialogical methods in the field of public health, and their translation/reinvention into settings that may differ significantly from the conditions of their emergence and initial application
- To explore the potential contribution of dialogical methods to reflexive practice development
- To reflect upon, and discuss, how these methods, debates, and authors' works resonate and intersect with our own personal and professional development and work
- To learn about dialogical methods not only through texts and discussion, but also through modelling its practices in our interactions, course structure, and methods of ‘e-value-ation’

Required Text(s)

No single text is required, but you are strongly encouraged to obtain a copy of William Isaacs' classic book *Dialogue and the Art of Thinking Together* (1999, Doubleday).

Other recommended texts include:

- Baldwin, C & A Linnea (2010) *The Circle Way: A Leader in Every Chair*. San Francisco, CA: Berrett-Koehler.
- Banathy, BH & PM Jenlink (Eds.) (2005), *Dialogue as a Means of Collective Communication*. NY: Kluwer/Plenum
- Bohm, D (2004). *On Dialogue* (2nd Edition). Routledge.
- Born, P (2012). *Community Conversations: Mobilizing the Ideas, Skills, and Passion of Community Organizations, Governments, Businesses, and People* (Second Edition). BPS Books.
- Brady, M (Ed.). (2003). *The Wisdom of Listening*. Boston: Wisdom Publications.
- Kahane, A. (2007). *Solving Tough Problems: An Open Way of Talking, Listening, and Creating New Realities*. Berrett-Koehler.
- Neal, C & P Neal (2011) *The Art of Convening: Authentic Engagement in Meetings, Gatherings, and Conversations*. San Francisco, CA: Berrett-Koehler.
- Wheatley, MJ (2009). *Turning to One Another: Simple Conversations to Restore Hope to the Future*. Berrett-Koehler.

Course Orientation

The role of instructor and students as 'co-learners' is emphasized. This reading course is an opportunity for all of us to delve into new material, debate, gently challenge one another, and grow together. In keeping with the focus of the course, a traditional didactic formal lecture format is eschewed in favour of more dialogical and adult education approaches to learning.

The initial pedagogical orientation of this course is informed by the 3 central elements of Cavalcante's model of 'Trans-form-action': reading, writing and action (LER, in Portuguese)¹:

Reading. The idea is to move away from reading *for* content in the way normally emphasized in academic settings (where the reader is not personally engaged, where the focus is on what the author-as-expert wishes us to remember and apply, where students' own experiences and ideas are not valued) to a fuller (critical, affective) engagement with the text, and how they speak to us. In other words, there is no separation, in aesthetic reading, between the academic and the personal. Therefore, the emphasis will be on an *aesthetic reading* of the texts, wherein "the reader's attention is centred directly on what s/he is experiencing in life during her relationship with that particular text" (Rosenblatt, 1994, cited in Cavalcante, n.d.). Put differently, the notion is that our work can engage our whole self, and be consistent with (and informed by, as well as contributing to) our own personal growth.

¹ Cavalcante Jr., F. S. (2005). *LER. Caminhos de Trans-form-acao*. Fortaleza, Brazil: Edicoes Deocrito Rocha.

Writing. As per Cavalcante's (Con)Text Method², the idea is to make writing a regular activity, and to connect it with the aesthetic dimension of reading described above. We will each write a *resonant-text* (it could be a short essay, a poem, a song, a short play, a photo-novella) that expresses how the assigned readings resonate with our own experiences, values, hopes and fears. The idea is to connect what we are reading with our own experience and values, to engage with the material more directly.

Action. Reading and writing are not abstract intellectual exercises, but rather ways of interpreting and being in the world. They enable a more active subjectivity from which action can arise that has the potential to be more self-actualizing (and thus community-enhancing) because it is reflexive, relevant, grounded, and affirming of self and others.

Grading & Evaluation (to be ratified via consensus decision-making in session 2)

Methods of Evaluation

- E-value-ation: finding value, valuing perspectives and experiences of others; adding value
- Peer- and self-evaluation, with input from the instructor (methodology to be discussed)

Grading Scheme

- Weekly resonant texts (N=5) (reviewed but not graded, 20% participation grade)
- Presentation of a particular method/approach (individual or group) (weeks 4-5) (30%)
- Final course paper or project (individual or group) (50%)

Course Content

Session 1	Generative & transformative dialogue: roots & shoots, promise & perils
Session 2	The essence of dialogue
Session 3	Nonviolent/Compassionate Communication (NVC)
Sessions 4-5	Methods & approaches for creating & holding space for dialogue
Session 6	Dialogue in research: focus groups, brokered dialogue & beyond

Useful Links

Chris Corrigan's extensive resource page <http://www.chriscorrigan.com/parkinglot/facilitation-resources/>
SFU Centre for Dialogue <https://www.sfu.ca/dialogue.html> (see also <http://www.conversationthatmatter.tv>)
The Art of Hosting <http://www.artofhosting.org>
The Dialogue Projects mental health social enterprise <http://www.thedialogueprojects.com/pages/mission>
National Coalition for Dialogue & Deliberation (USA) - www.ncdd.org
Design With Dialogue (DwD) - www.designwithdialogue.com
Na-Bolom Cultural Centre, Chiapas, Mexico - <http://www.na-bolom.org>

² Cavalcante Jr., F. S. (2003). *For A School of the Subject: The (Con) text Method of Multiple Literacies* (2nd ed.). Edicoes Democrito Rocha.

READING LIST

NOTE that I've listed readings in the order I suggest you read them. This also means that if you don't have time that week to read them all, get as far into the list as you can in the order listed. That way we will know we at least *all* have the same first reading as a common base, for example.

SESSION 1 ROOTS & SHOOTS / PROMISE & PERILS

“Conversation Matters!” schematic (pp. 22-23) and pp.34-41 in Brown, J & D Isaacs (2005) *The World Café: Shaping Our Futures Through Conversations that Matter*. San Francisco, CA: Berrett-Koehler.

Foreword by Peter Senge (pp.xv-xx) and Introduction (pp. 1-14) in Isaacs, W, (1999) *Dialogue and the Art of Thinking Together*. Toronto: Currency.

Heierbacher, S. (2007). Dialogue and deliberation. In P. Holman, T. Devane, & S. Cady (Eds.), *The Change Handbook: The Definitive Resource on Today's Best Methods for Engaging Whole Systems (2nd Edition)* (pp. 102-117). Berrett-Koehler.

Critics & cautionary tales:

Burbules, N. C. (2006). "Rethinking dialogue in networked spaces." *Cultural Studies <-> Critical methodologies*. (available online)

McPhail, M. L. (2004). “Race and the (im)possibility of dialogue”, in R. Anderson, L. A. Baxter and K. N. Cissna (Eds), *Dialogue: Theorizing Difference in Communication Studies*. Thousand Oaks, CA, Sage.

for promise and peril see also:

Ellinor, L., & Gerard, G. (1998). *Dialogue: Rediscover the Transforming Power of Conversation*. Wiley.

Ellsworth, E. (1989). "Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy." *Harvard Educational Review* 59: 297-324.

Groysberg, B., & Slind, M. (2012). Leadership is a conversation. *Harvard Business Review*, June, 1-10. http://www.harvardbusiness.org/sites/default/files/HBR_Leadership_Is_a_Conversation.pdf

Jenlink, PM, & Banathy, BH (2004). Dialogue: conversation as culture creating and consciousness evolving. In BH Banathy & PM Jenlink (Eds.), *Dialogue as a Means of Collective Communication* (pp. 3-14). New York: Kluwer Academic/Plenum Publishers.

Jones, A. (2004). “Talking cure: The desire for dialogue”, in M Boler (Ed), *Democratic Dialogue in Education: Troubling Speech, Disturbing Silence*. New York, NY: Peter Lang: 57-67.

Jones, A. (1999). "The limits of cross-cultural dialogue: pedagogy, desire and absolution in the classroom." *Educational Theory* 49(3): 299-315.

Kidd, R. and K. Kumar (1994). "Co-opting Freire: a critical analysis of pseudo-Freirian adult education." *Social Action* 2(2): 11-18.

Lather, P. (1998). "Critical pedagogy and its complicities: a pedagogy of stuck places." *Educational Theory* 48(4): 487-497.

Razack, S. (1993). "Story-telling for social change." *Gender and Education* 5(1): 55-70

Rowson, J. (2016). Reflexive realism: talking with Shell about climate change. *Perspectiva*.

Goffman, Bakhtin, Habermas, Goffman:

Goffman, E. (1967) *Interaction Ritual: Essays on Face-To-Face Behavior*. NY: Pantheon. (see esp. "On face-work: an analysis of ritual elements in social interaction, pp.5-45). [Also related: *Interaction Ritual Chains*, by R Collins (2004, Princeton University Press)]

Bakhtin, M. (1981) *The Dialogic Imagination*

Zappen, J. P. (2000). "Mikhail Bakhtin (1895-1975)", pp. 7-20 in M. G. Moran and M. Ballif. (Eds), *Twentieth-Century Rhetoric and Rhetoricians: Critical Studies and Sources*. Westport, Greenwood Press. (available online at <http://www.rpi.edu/~zappenj/Bibliographies/bakhtin.htm>)

Edgar, A. (2000) "Mikhail Bakhtin", pp.14-16 in A. Edgar & P Sedgwick, *Cultural Theory: The Key Thinkers*, Routledge.

Sedgwick, P. "Jurgen Habermas", pp.89-91 in A Edgar & P Sedgwick, *Cultural Theory: The Key Thinkers*, Routledge.

Pusey, M (1987) *Jurgen Habermas*. Tavistock (Chapter 3: Communication and social action)

Calhoun, C. (ed) (1997) *Habermas and the Public Sphere*. MIT Press. (Chapter 1)

Habermas, J. (1981). *The Theory of Communicative Action, Vol. 1*. Boston, MA, Beacon Press. (selected passages)

Teigas, D. (1998) "Habermas, Jurgen", pp.232-236 in M Payne (ed), *A Dictionary of Cultural and Critical Theory*, Blackwell.

Mitrovic, L. (1999) "New social paradigm: Habermas' theory of communicative action", *Philosophy and Sociology* 2(62): 217-223.

SESSION 2

THE ESSENCE OF DIALOGUE

Poland, B, F Cavalcante, J Wong (2014) *Talk is cheap... but powerful: The transformative potential of authentic dialogue for addressing the roots of social/ecological injustice and health inequity*. University of Toronto: unpublished manuscript.

Chapters 1-4 of Isaacs, W. (1999). *Dialogue and the Art of Thinking Together*. New York, NY: Doubleday/Currency.

"Being a good listener", by Karen Wegela, pp. 213-223 in Brady, M. (Ed.). (2003). *The Wisdom of Listening*. Boston: Wisdom Publications.

See also:

Conn, L. K., & Conn, S. A. (2009). Opening to the other. In L. Buzzell & C. Chalquist (Eds.), *Ecotherapy: Healing with Nature in Mind* (pp. 111-115). San Francisco: Sierra Club Books.

Dawson, J. (2003). "Reflectivity, creativity, and the space for silence." *Reflective Practice* 4(1): 33-39.

Hayman, B. (2013) *Jazz Improv and Community Conversation*. TEDxOakville <https://www.youtube.com/watch?v=dQEg5DxMA-A&feature=youtu.be>

Maiese, M. (2003). Dialogue. *The Beyond Intractability Knowledge Base Project* <http://www.beyondintractability.org/essay/dialogue/>

SESSION 3
NON-VIOLENT/COMPASSIONATE COMMUNICATION (NVC)

“What is NVC?” *Fact Sheet; Key Facts about NVC; & 4-part NVC process fact sheet*, NVC Institute, USA, www.NonviolentCommunication.com

Rosenberg, M. B. (2003). Liberating ourselves through nonviolent communication. In M. Brady (Ed.), *The Wisdom of Listening* (pp. 225-236). Boston, MA: Wisdom Publishers.

Rosenberg, M. B., & Molho, P. (1998). Nonviolent (empathic) communication for health providers. *Haemophilia*, 4, 335-340.

See also:

Kashtan, M. (n.d.). Transforming power relations: the invisible revolution. *ENCOUNTER: Education for Meaning and Social Justice*.

Rosenberg, M. B. (2003). *The Heart of Social Change: How You Can Make a Difference in Your World. Transcript of an NVC Workshop*. Puddle Dancer Press. (available as PDF)

SESSIONS 4-5
METHODS & APPROACHES

Appreciative Inquiry	Indigenous Talking Circle
The Art of Convening	Open Space Technology
Circle Methods	Restorative Justice Circles
Community Conversations (Paul Born)	Salon & coffeehouse movements
Empathy Circles	Sociocracy / Holacracy
Engaging Emergence (Peggy Holman)	Structured Story-Dialogue Method
The Art of Hosting	World Café
Freirian Critical Pedagogy	

Appreciative Inquiry

Cooperrider, D. L., & Whitney, D. (2007). “Appreciative Inquiry: a positive revolution in change”. Chapter 5 (pp.73-88) in P. Holman, T. Devane, & S. Cady (Eds.), *The Change Handbook: The Definitive Resource on Today's Best Methods for Engaging Whole Systems (2nd Edition)*. Berret-Koehler.

pp 93-99 in McDonald, D., Bammer, G., & Deane, P. (2009). *Research Integration Using Dialogue Methods*. Canberra: The Australian National University E Press.

Hall, J., & Hammond, S. (200x). What is appreciative inquiry? <http://www.thinbook.com/docs/doc-whatisai.pdf>.

see also:

- Cooperrider, D. L., & Whitney, D. (2000). *Collaborating for Change: Appreciative Inquiry*. San Francisco: Berrett-Koehler.
- Cooperrider, D. L., & Whitney, D. (2005). *Appreciative Inquiry: A Positive Revolution in Change*. San Francisco: Berrett-Koehler.
- Cooperrider, D. L., Whitney, D., & Stavros, J. M. (2003). *Appreciative Inquiry Handbook*. San Francisco: Berrett-Koehler.
- Hammond, S., & Royal, C. (Eds.). (1998). *Lessons from the Field: Applying Appreciative Inquiry*. Plano, TX: Thin Book Publishing.
- Moore, S. M., & Charvat, J. (2007). Promoting health behavior change using appreciative inquiry: moving from deficit models to affirmation models of care. *Family & Community Health, 30*(1), S64-S74.
- Morsillo, J., & Fisher, A. (2007). Appreciative inquiry with youth to create meaningful community projects. *Australian Community Psychologist, 19*(1), 47-61.
- Preskill, H., & Catsambas, T. T. (2006). *Reframing Evaluation Through Appreciative Inquiry*. Sage.
- Whitney, D., & Trosten-Bloom, A. (2003). *The Power of Appreciative Inquiry: A Practical Guide to Positive Change*. San Francisco: Berrett-Koehler.

The Art of Convening / Engaging Emergence / Circle Methods / Community Conversations / Salons & Coffeehouse movement & Conversation Café / 1000 Dinners Toronto / (see also *The Art of Hosting*)

- Baldwin, C & A Linnea (2010) *The Circle Way: A Leader in Every Chair*. San Francisco, CA: Berrett-Koehler.
- Born, P. (2012). *Community Conversations: Mobilizing the Ideas, Skills, and Passion of Community Organizations, Governments, Businesses, and People (Second Edition)*. BPS Books.
- Neal, P., & Neal, C. (2011). *The Art of Convening: Authentic Engagement in Meetings, Gatherings, and Conversations*. Berrett-Koehler.
- Lerner, M. (1986). *Surplus Powerlessness*. New Jersey, Humanities Press International. (re “Circles of Compassion” in the workplace & community; Preface; Chapter 1; Introduction to Part IV: the mass psychology of compassion)
- Wheatley, M. J. (2009). *Turning to One Another: Simple Conversations to Restore Hope to the Future*. Berrett-Koehler.
- Baldwin, C., & Linnea, A. (2010). *The Circle Way: A Leader in Every Chair*. San Francisco, CA: Berrett-Koehler.
- Cavalcante Jr., F. S. (1999). Circles of literacies: a practice in cultural therapy. *Revista de Psicologia, 17/18*(1/2), 14-22.
- Cavalcante Jr., F. S. (2006). *From Paulo Freire's Circles of Culture to the (Con)text Method*. Fortaleza, Brazil.
- Holman, P. (2010). *Engaging Emergence: Turning Upheaval into Opportunity*. San Francisco, CA: Berrett-Koehler.
- Holman, P. (2011). *Engaging emergence: turning upheaval into opportunity*. Proceedings from Eighth International Conference on Complex Systems, Quincy, MA.

Robin, V. (2007). "Conversation Café". Chapter 17 (pp.218-222) in P. Holman, T. Devane, & S. Cady (Eds.), *The Change Handbook: The Definitive Resource on Today's Best Methods for Engaging Whole Systems* (2nd Edition). Berret-Koehler.

Salon (gathering): about (& short history). [https://en.wikipedia.org/wiki/Salon_\(gathering\)](https://en.wikipedia.org/wiki/Salon_(gathering))

Spayde, J., & Sandra, J. N. (2001). *Salons: The Joy of Conversation*. New Society Publishers.

TEDx Salon Events: About. <https://www.ted.com/participate/organize-a-local-tedx-event/before-you-start/event-types/salon-event> See also <http://blog.ted.com/tedx-salon-events-form-the-backbone-of-tedx-communities/>

Toronto Public Library: Upcoming Salon Events. <http://www.torontopubliclibrary.ca/programs-and-classes/appel-salon/upcoming.jsp>

CBC News. (2014) "1000 Dinners Toronto aims to spark municipal politics conversations." <http://www.cbc.ca/news/canada/toronto/1000-dinners-toronto-aims-to-spark-municipal-politics-conversations-1.2768174>

Empathy Circles (see also section on NVC)

Leu, L. (n.d.) *Empathy Aha! Instructions*.

Poland, B. & Poggi, A. (2014) *Empathy Circle Methodology & Process Description*. Guelph/Toronto, ON. (2 documents)

Cenciose, G. & Lanctot-Bedard, V. (n.d.) *Guidelines for Empathy Circles*.

Poggi, A. (2015). *Feelings & Needs Cards*. St-Colomban, Qc.

Cenciose, G. (n.d.) *Self-Empathy*. Sutton, Qc.

see also:

de Waal, F. (2009). *The Age of Empathy: Nature's Lessons for a Kinder Society*. McClelland & Stewart.

Trout, J. D. (1009). *The Empathy Gap*. Viking.

Baker, N. (2005) "Buddhist group psychotherapy: working with anger and violence in inner-city Brooklyn" *Wisdom* (Toronto). Spring: 4-5.

Freirian Critical Pedagogy

Wallerstein, N., Sanchez, V., & Velarde, L. (2005). Freirian praxis in health education and community organizing: a case study of an adolescent prevention program. In M. Minkler (Ed.), *Community Organizing and Community Building for Health (2nd Edition)* (pp. 218-236). NJ: Rutgers University Press.

Aronowitz, S. (1993). Paulo Freire's radical democratic humanism. In P. McLaren & P. Leonard (Eds.), *Paulo Freire: A Critical Encounter* (pp. 8-24). New York: Routledge.

see also:

Bartlett, L. (2005) "Dialogue, knowledge, and teacher-student relations: Freirian pedagogy in theory and practice." *Comparative Education Review*. 49(3): 344-364.

Freire, P. (1973). *Education for Critical Consciousness*. New York, Seabury Press.

Freire, P. (1974). *Education: the Practice of Freedom*. London, Writers & Readers Publishing Cooperative.

Freire, P. (1985). *The Politics of Education*. South Hadley, MA, Bergin & Garvey.

- Freire, P. (1995). *Pedagogy of Hope*. New York, NY, Continuum Press.
- Kidd, R., & Kumar, K. (1981). Co-opting Freire: a critical analysis of pseudo-Freirian adult education. *Economic and Political Weekly*, 16(1/2), 27-.
- Kilian, A. (1988). "Conscientization: an empowering, non-formal education approach for community health workers." *Community Development Journal* 23(2): 117-123.
- McLaren, P., P. Leonard, et al. (1993). *Paulo Freire: A Critical Encounter*. New York, Routledge.
- Minkler, M. (1994). "Critical pedagogy and its application to health education: a critical appraisal of the Casa en Casa model." *Health Education Quarterly* 21(3): 355-367.
- Minkler, M. (1985). "Building supportive ties and sense of community among the inner-city elderly: the Tenderloin Senior Outreach Project." *Health Education Quarterly* 12(4): 303-314.
- Minkler, M. and K. Cox (1980). "Creating critical consciousness in health: applications of Freire's philosophy and methods to the health care setting." *International Journal of Health Studies* 10(2): 311-322.
- Wallerstein, N. (1987). "Problem-posing education: Freire's method for transformation", in I Shor (Ed), *Freire for the Classroom: A Sourcebook for Liberty Teaching*. Portsmouth, NH: Heinemann Educational.
- Wallerstein, N. (1992). "Empowerment and popular education applied to youth." *New Designs for Youth Development* 10(1): 17-22.
- Wallerstein, N. and E. Bernstein (1988). "Empowerment education: Freire's ideas adapted to health education, a case study of alcohol and substance abuse prevention (ASAP)." *Health Education Quarterly* 15(4): 379-394.
- Wallerstein, N., V. Sanchez, et al. (1997). Freirian praxis in health education and community organizing: a case study of an adolescent prevention program. *Community Organizing and Community Building for Health*. M. Minkler. NJ, Rutgers University Press: 195-211.
- Wallerstein, N. and V. Sanchez-Merki (1994). "Freirian praxis in health education: research results from an adolescent prevention program." *Health Education Research* 9(1): 105-119.

Indigenous Talking Circles

Mikmaw Spirit (2016). *Mi'kmaw Spirituality - Talking Circles*. <http://www.muiniskw.org/pg-Culture2c.htm>. Retrieved August 21st, 2016. OR GCILL. (n.d.). *The Talking Circle*. Global Center for Indigenous Leadership & Lifeways. <http://gcill.org/the-talking-circle/> Retrieved August 21, 2016. OR Morningstar, D., & Kaufmann, R. (n.d.). *The Native American Talking Circle*. <http://voiceseducation.org/content/native-american-talking-circle>. Retrieved August 21st, 2016.

NCETA. (2013). *Talking Circles: A Practical Guide*. National Centre for Education and Training on Addiction, Flinders University. Available online at <http://nceta.flinders.edu.au/files/7513/8509/5450/Talking-Circles.pdf>. (2 pages)

Mehl-Madrona, L., & Mainguy, B. (2014). Introducing healing circles and talking circles into primary care. *The Permanente Journal*, 18(2), 4-9. Available online at http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4022550/pdf/permj18_2p0004.pdf

see also: "Aboriginal terminology", *Vancouver Coastal Health*, <http://aboriginalhealth.vch.ca/working-together/aboriginal-terminology/>

Open Space Technology

Owen, H. "Open Space Technology", Chapter 9 (pp.135-148) in Holman, P., Devane, T., & Cady, S. (2007). *The Change Handbook: The Definitive Resource on Today's Best Methods for Engaging Whole Systems* (2nd Edition). Berret-Koehler.

pp 70-75 in McDonald, D., Bammer, G., & Deane, P. (2009). *Research Integration Using Dialogue Methods*. Canberra: The Australian National University E Press.

Owen, H (1993) *Open Space Technology: A User's Guide*. Berrett Koehler Books

Restorative Justice Circles (see also NVC)

Slothower, M. (2009). Restorative circles open dialogue and healing between Brazilian institutions and gangs. *MediaGlobal*, 12 June, 1-3.

Partington, M. (2002). *NVC in restorative settings*.

For a brief overview of the indigenous roots of restorative justice circle methodology, see [http://www.livingjusticepress.org/index.asp?Type=B_BASIC&SEC=\(0F6FA816-E094-4B96-8F39-9922F67306E5\)](http://www.livingjusticepress.org/index.asp?Type=B_BASIC&SEC=(0F6FA816-E094-4B96-8F39-9922F67306E5)).

Sociocracy / Halacracy

<http://www.sociocracy.info> & <https://wiki.p2pfoundation.net/Sociocracy> & <https://wiki.p2pfoundation.net/Holacracy>

Brief overview of classic Sociocracy (30min video): <http://sociocracy30.org/topics/study-materials/> (scroll down to near bottom of resources to find it)

Sociocracy 3.0: primer on key principles (<http://sociocracy30.org/the-details/principles/>) and circles and rounds (<http://sociocracy30.org/the-details/circles-and-decision-making/>).

Rios, M. (2011). Sociocracy: a permaculture approach to community evolution. *Communities Magazine*, 153, 20-23.

Christian, D. L. (2015). The six steps of proposal-forming in Sociocracy. *Communities Magazine*, 169, 66-67.

see also:

Buck, J. J., & Villines, S. (2007). *We the People: A Guide to Sociocratic Principles and Methods*. Washington, DC: Sociocracy.info Press.

Christian, D. L. (2013). Transparency, equivalence, and effectiveness: how Sociocracy can help communities, Part I. *Communities Magazine*, 160, 59-63.

Christian, D. L. (2013). Self-governance with circles and double links: how Sociocracy can help communities, Part II. *Communities Magazine*, 161, 61-66.

Christian, D. L. (2014). Consent decision-making and community vision, mission, and aim. How Sociocracy can help communities, Part III. *Communities Magazine*, 163, 57-63.

Christian, D. L. (2015). Misconceptions about Sociocracy. *Communities Magazine*, 167, 79-80.

Christian, D. L. (2016). Selecting people for roles (Sociocracy elections): How Sociocracy can help communities, Part VII. *Communities Magazine*, 170, 60-64.

- Christian, D. L. (2014). Why no tyranny of the minority in Sociocracy: How Sociocracy can help communities, Part IV. *Communities Magazine*, 165, 60-63.
- Christian, D. L. (2016). The seven steps of Sociocracy: Putting it all together. *Communities Magazine*, 172, 63-66.
- Christian, D. L. (2012). Busting the myth that consensus-with-unanimity is good for communities, Part I. *Communities Magazine*, 155, 42-49.
- Christian, D. L. (2012). Busting the myth that consensus-with-unanimity is good for communities, Part II. *Communities Magazine*, 156, 60-64.
- Schaub, L. (2014). Reflections on Sociocracy. *Communities Magazine*, 165, 77-80.
- Robertson, B. J. (2015). *Holacracy: The Revolutionary Management System That Abolishes Hierarchy*. New York, NY: Henry Holt & Co.

The Art of Hosting (see also *The Art of Convening*) <http://www.artofhosting.org>

- “What is the Art of Hosting Conversations that Matter?” <http://www.artofhosting.org/what-is-aoh/>
- “The Art of Hosting and Harvesting Conversations that Matter: METHODS” <http://www.artofhosting.org/what-is-aoh/methods/>
- Corrigan, C. (n.d.) “Hosting in a hurry - putting the art of hosting into practice. Quick Reference Guide” <http://www.artofhosting.org/wp-content/uploads/2012/10/Hostinginahurryversion1.5ChrisC.pdf>
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SESSION 6
DIALOGUE IN RESEARCH: FOCUS GROUPS, BROKERED DIALOGUE, STRUCTURED
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Nowhere to Go: A Brokered Dialogue (Fostering an Inclusive Shelter Environment for LGBTQ2S Youth)

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