TO ACCOMPANY PROPOSAL FOR ADDITION OF COURSE
TO AN EXISTING CLUSTER

Name of proposing faculty member: Robert Gould
Title of proposed course: Consensus Bldg. Theory & Practice
From which department(s): Conflict Res. & Philosophy
For which cluster: Leadership
Name of cluster coordinator: Dilatre Williams

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COURSE APPROVED FOR CLUSTER INCLUSION BY

DEPARTMENT CHAIR(S): Frank Davis, Philosophy DATE: 11/30/00
CONFLICT RESOLUTION:
DATE:

CLUSTER COORDINATOR: Dilatre Williams DATE: 12/2/00

CHAIR, CLUSTER COORDINATORS: DATE: 12/6/00

CHAIR, UNST COMMITTEE: DATE: 12/6/00

University Studies: November 2000
This course develops participants abilities to critically evaluate theories, modes of inquiry, systems of knowledge, and knowledge claims as a group. It builds awareness of differences in personal and cultural styles of inquiry and representation and points out the importance of providing avenues for cross fertilization of ideas and material interests through use of multiple communication modes. Students learn to use graphics and other visual media, writing, presentations and current technologies in a fast paced and intensive exploration of each others real-time needs and resources. Students learn disciplinary, personal and role-related differences in conceptualization of problems and solutions. The result is a thorough saturation in each other's lives and abilities as they relate to the needs of the course, that is, every class produces meaningful contributions to self-defined communities while maximizing the resources in the group BY CONSENSUS.

In order to do this, students are made aware of epistemological differences between forms of mono-logical rationality that separate facts and values and those that allow groups to reason together on relationships between participants' physical, intellectual, emotional, and social well-being. Course assignments are designed to force every participant to recognize the practical ramifications of personal and group values and actions. Every class walks away with the sense that a democratic society might be possible.

D. COURSE OUTLINE.

CONSENSUS BUILDING THEORY AND PRACTICE
4 credits

Instructor, Katheryn Sutter; (503) 358-0360, sutterk@pdx.edu

Topics

Day 1 Introduction to the course, introduction to consensus and introduction to meeting methods for first meetings. Group work.
Day 2 Division of responsibilities for presentations of readings. Group work.
Day 3 Group work.
Day 4 Readings on closure. Group work.
Day 5 Readings on roles, facilitation, listening. Group work.
Day 6 Readings on note taking, agendas, common difficulties. Group work.
Day 7 Readings on alternative styles, evaluation. Group work.
Day 8 Guest speaker from consensus based organizations. Readings on evaluation. Group work.
Day 9 Guest speaker from consensus based organizations. Readings on evaluation. Group work.
Day 10 Summary and evaluation of the course presented to invited guests. Group work.

Grading

Participation (30%)
Kim, and Holter. Habermas's Theory of Communicative Action, Application to Nursing: Toward a Theory for Nursing Practice. In In Search of Nursing Science, 211-219