

Theory, Research and Practice of Intergroup Dialogue in Schools, Colleges and Communities

Fall 2007

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& by appointment

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Course Description and objectives:

Intergroup dialogue is an increasingly recognized and fast-growing social justice education practice model in K-16, higher education and community settings. This practice model encourages diverse groups of students to learn from each other and gain the intercultural competence they will need to effectively participate as citizens, leaders and professionals in our increasingly diverse and stratified society. This course provides students with foundation knowledge and familiarity with relevant literature, and awareness, understanding and skills for planning, facilitating and evaluating intergroup dialogue activities in schools and communities. While it is an elective course it also serves as requirement for students who wish to co-facilitate intergroup dialogues in the Spring semester.

The course extends knowledge, awareness and skills about social diversity and social justice regarding various forms of oppression and dynamics to issues of intergroup relations and conflict within and between social groups. It strives to prepare graduate students to be active change agents as planners and facilitators of intergroup dialogues. The topics of this course include the social psychology of intergroup relations; intercultural and dialogic communication theories; methods for reconciling and bridging differences in schools and communities; research and evaluation of intergroup dialogues and other educational methods for improving intergroup relations, and core competencies for planning, delivering and evaluating intergroup dialogues in multicultural settings.

Pre-requisites: ED 691E; ED 648; ED 627 and/or permission of the instructor. It can be taken concurrently with ED 609.

Course Objectives:

The goal of the course is to develop conceptual foundations and pedagogical tools necessary to design and facilitate intergroup dialogues. Following Bailey Jackson's model of multicultural competencies, the course is focused on developing the following knowledge, awareness, values (commitment and passion), and skills:

A. Knowledge and Awareness Objectives

- Describe the concepts and practices of “dialogic communication,” “dialogic inquiry” and “dialogic education;”
- Describe theories, concepts and practices informing “intergroup dialogue”

- Articulate why it is valuable or necessary to “dialogue across differences” as well as “dialogue across similarities.”
- Explain how worldview, cultural styles, social identities and status affect intergroup dialogue and facilitation;
- Articulate learner's interpersonal and intergroup styles in communication;
- Explain key theories of intergroup relations and group dynamics which facilitate understanding of interpersonal and intercultural processes;
- Identify the “conditions” & “processes” that support or hinder learning in intergroup dialogues;
- Identify personal strengths and challenges in working with diverse groups;
- Describe different processes in facilitating educational activities in intergroup dialogue sessions.

B. Values Objectives

- Appreciate a *praxis*--reflective and active--approach to learning, and facilitating learning;
- Articulate the values of intergroup dialogue as a method of collaboration & alliance building;
- Critically reflect on own passion for facilitating intergroup dialogues--motivation, strengths, and challenges;
- Participate constructively creating an empowering diverse learning community.
- Commit to continued engagement and learning to social justice work;

C. Skills Objectives

- Plan, implement and assess “dialogue as a facilitated process” by co-facilitating a small intergroup dialogue event outside of class.
- Solicit and request feedback;
- Demonstrate dialogic, questioning skills and team building skills in co-facilitating an in-class and out-of-class dialogic structured activities (or a specific topic).
- Demonstrate group observation and group process skills; and
- Use dialogue and intergroup dialogue facilitation skills.

Course Outline:

Part 1: Orientation to the course: What is dialogue? What is not dialogue? (1 week)

Part 2: Why dialogue: the personal, the philosophical, the political and the practical (1 week)

Part 3: How do we dialogue? How do we facilitate dialogue? Getting started: Planning and facilitating dialogue. (5 weeks)

Part 4: Theories and practice models of intergroup contact, conflict transformation and dialogue across differences (2 weeks)

Part 5: Methods, Examples of Intergroup Dialogue: Promises and challenges
What are some of the practice implications? (2 weeks)

Part 6: What are the benefits of cross group interaction and dialogue across lines of difference? What are the limitations? What are some of the implications for dialogue facilitation? (3 weeks)

Course Assignments:

1. Taping project 1 (15%): students will conduct an initial self-interview to assess their own ideas, attitudes, experiences and expectations about intergroup dialogue work. Students will follow an interview protocol and will need a tape recorder and through the course of the semester. SEE ATTACHED GUIDELINES (15%) (due 9/25 in class)
2. Taping project (15%): Students will re-listen to the taped self-interview and write a reflection paper (8-10 pages long) comparing responses and growth areas at the end of the semester (15 %). Guidelines will be distributed on 12/4 in class (due 12/14 on Spark)
3. Out-side of class co-facilitation (30%): Working in a two-person team, you will plan and co-facilitate a 90-120 minute “out of class facilitated dialogue event” in a small diverse group (6-8 people) focusing on relevant issues/experiences. You will be expected to plan and guide the discussion with your co-facilitator, tape and transcribe segments of the session and write a 6-8 page reflective practice paper. Teams will work closely with a mentor in planning and debriefing the out of class event. Teams will ask 1 or 2 people in the class to come to observe their facilitation and provide descriptive feedback. Everyone in the class should observe at least one out of class event. All out of class facilitation must take place by October 26. Detailed guidelines will be provided on 9/25 in class (due 11/6 on Spark and in class).
4. In-class co-facilitation/out of class peer observation (10 %). Students will have the option to observe their peers co-facilitating one out of class dialogue session during the second half of October or co-leading a discussion of the readings during the month of November. Specific guidelines will be provided in class.

5. Research paper (6-8 pages long) and class presentation focusing on some of the content and process issues that you will need to take into account when inviting people to dialogue about a “hot topic” or intergroup issue of your choice from multiple perspectives and positionalities (e.g. racial profiling, gender in sports, gender neutral bathroom). Detailed guidelines will be provided on 9/25 in class. (20%) (due 12/4 on Spark).

Required readings:

Adams, M., Bell, L. A., & Griffin, P. (Eds.). (2007). *Teaching for diversity and social justice: sourcebook*. New York: Routledge.

Arnold, R., Burke, B., James, C., Martin, D., & Thomas, B. (1991). *Educating for a Change*. Toronto: Between the Lines & Doris Marshall Institute for Education and Action.

Brookfield, S/D. & Preskill, S. (2005). *Discussion as a way of teaching: Tools and techniques for democratic classrooms*. San Francisco, CA: Jossey Bass.

Johnson, A. G. (1997). *Privilege, power and difference*. New York: McGraw Hill

Lederach, P. (2003). *The little book on conflict transformation*. Good Books: Intercourse, PA.

Schoem D., & Hurtado, S. (2001). *Intergroup dialogues. Deliberative democracy in school, college, community and workplace*. Ann Arbor: The University of Michigan Press.

Study Circles. (2006). *Facism racism in a diverse nation*. Free download at <http://www.studycircles.org/en/Resource.91.aspx>

Study Circles. (2006). *Dialogue for affinity groups*. Free download at <http://www.studycircles.org/en/Resource.95.aspx>

Zúñiga, X. & Nagda, B. A., Chesler, M., & Cytron-Walker, A. (2007). *Intergroup dialogue in high education: Meaningful learning about social justice*. ASHE-ERIC Higher Education Report Volume 32, Number 4. San Francisco: Jossey-Bass.

A selection of reading on SPARK (see attached list).

Recommended readings:

Abu-Nimer, M. (2001). *Reconciliation, justice and coexistence: Theory and practice*. NY: Lexington books.

Allport, G. W. (1954). *The nature of prejudice*. Reading, MA: Addison

- Banks, C. A. (2005). *Improving multicultural education: Lessons from the intergroup education movement*. New York: Teachers College.
- Bolgatz, J. (2005). *Talking race in the classroom*. NY: Teachers College.
- Boler, M. (2004). *Democratic dialogue in education: Troubling speech, disturbing silence*. NY: Peter Lang.
- Burbules, N. C. (1993). *Dialogue in teaching: Theory and practice*. New York: Teachers College.
- Brown, R. (1998). *Group processes: Dynamics within and between groups*. Oxford, UK: Blackwell Publishers.
- Buber, M. (1958). *I and Thou*. New York: Macmillan
- Cooke, A.L., Brazzel, M., Craig Saunders, A., & Greig, B. (1999). *Reading book for human relations training*. 8th Edition. Alexandria, NTL
- hooks, bell. (1994). *Teaching to transgress: Education as the practice of freedom*. New York : Routledge
- hooks, bell. (2003) *Teaching community*. New York: Routledge.
- Fox, H. (2001). *"when race breaks out": Conversations about race and racism in college classrooms*. New York: Peter Lang.
- Freire, P. (2003). *Pedagogy of the heart*. New York: Continuum.
- Isaacs, W. (1999). *Dialogue: The art of thinking together*. Toronto: Double Day.
- Johnson, David W & Johnson, P.F. (2003). *Joining Together: Group Theory & Group Skills*. 8th Edition. Boston: Alley & Bacon.
- Johnson, A. G.(1997). *The gender knot: Unraveling our patriarchal legacy*. Philadelphia: Temple University Press.
- McGee Banks, C. (2005). *Improving multicultural education: Lessons from the intergroup education movement*. NY: Teachers College
- Stephan, W. & Voght. P. (2004). *Education programs for improving intergroup relations*. New York: Teachers College Press.
- Stephan, W., & Stephan, C. (1996). *Improving intergroup relations*. Thousand Oaks, CA: Sage
- Tatum, B. D. (1997). *"Why are all the Black kids sitting together in the cafeteria?" And other conversations about race*. New York: Basic Books.

Tatum, B. (2007). *Can we talk about race? And other conversations in an era of school resegregation*. Boston: Beacon Press.

Yankelovich, D.(1999). *The magic of dialogue: Transforming conflict into cooperation*. New York: Simon & Schuster.

Young. I. M. (2000). *Inclusion and democracy*. New York: Oxford University Press.

Wink, J. (1997). *Critical pedagogy: Notes from the real world*. New York: Longman.

General Expectations:

1. Active participation and attendance to regular class meeting meetings on time. This is an interactive seminar and competency-building course. Full and prepared participation is needed and expected. Students in this course are expected to bring one or two thought provoking questions emerging from the readings to contribute to class discussion.
2. Complete all required weekly readings, such as generating possible discussion question, noting themes and issues for discussion, identifying terminology that need explanation, and drawing helpful tools for planning, facilitating and evaluating the impact of dialogues across differences. You will be reading an average of approximately 60-80 pages per week so keeping track, in a notebook, of your reading notes and your own thinking, and recording all of your questions as well as the text (author, date of publication, title, page number using APA style) that led them will help you stay organized and monitor your learning in this course.
3. This course relies heavily on the use of Spark. The course syllabus, course calendar, assignments, readings and resources are made available on SPARK. **You will submit your written assignments on SPARK with a few exceptions** (Refer to course calendar or syllabus for details). It is very important that you are able to use SPARK to submit the course assignments. If you are unsure about how to use SPARK or are encountering problems, please visit the SPARK HELP section on the OIT web page: <http://www.oit.umass.edu/webct/index.html>. If you are still unable to use SPARK please contact me immediately. Below you will find brief instructions on using SPARK.

You can access Educ 795E on SPARK with an active UMass email account by going to <http://www.oit.umass.edu/webct/index.html>.

Click on: SPARK Log-in. Enter your UMass ID and UMass password. This will take you to a list of your courses on Spark for the current semester. Click on Educ 795E. You are in the course page. If you have any questions about SPARK,

go back to the OIT Spark/WebCT home page. Help is available there about how to use SPARK.

4. All written assignments should be completed by the due date: Extensions will be granted if there is a medical or family emergency. Please contact me via email before the due date. A 10 % of the total points allocated to an assignment will be deducted from late papers.

General Grading Criteria: Your grades on papers and class participation will not be based on your beliefs and experiences. Agreeing with the perspectives presented in class or in the readings is not a requirement. Your ability to describe your beliefs and reactions in relationship to class activities, readings, and other assignments will be the basis for grading.

<u>Grading Categories</u>	<u>Points</u>	<u>Due Date</u>
Class Participation	10%	All classes
Tape Interview Part I	15%	9/25 (in class)
Tape Interview Part II	15%	12/14 (on Spark)
In-class co-facilitation/out of class peer observation	10 %	TBA
Out of class co-facilitation of “facilitated dialogue event”	30%	11/6 (on Spark & in class)
Research & Application Paper	20%	12/4 (on Spark)
Total Points Possible	100	

Grading: Letter course grades are based on a scale of 1-100 points

A = 100 -94 points	A- = 93-90 point
B+ = 89-87 points	B = 86-84 points
B - = 83-80 points	C+ = 79-77 points
C = 76-74 points	D+ = 69-67 points
D- = 63-60 points	

TAPING PROJECT ASSIGNMENT*

Part One

(Due Tuesday 9/25/07 in class)

Purpose: The purpose of this assignment is for you to conduct an initial assessment of your own ideas, experiences and expectations about intergroup dialogue work. In order to do this project, you will need:

- The interview guide (below)
- A tape recorder
- A blank tape of at least 90 minutes length.

A subsequent assignment scheduled at the end of the semester will build upon this initial assignment.

Rationale: The taping project builds on several elements that are important in intergroup dialogue.

First, it allows you to tell your own story in relation to the questions provided. By recording your answers, you get to make a record of your thoughts and feelings at a particular moment in time.

Second, it embraces the idea of *praxis*, that is, continuous action and reflection. We are continually in the process of weaving more threads into our stories with different interactions, experiences and reflections. Having a tape of your story at one moment in time allows you to reflect back on it later, and chart your development of knowledge, skills and awareness. You will have a second assignment later in the semester that will require you to reflect on your initial taping.

Last, the assignment as a whole allows you to chart your learning process with particular attention to growth and development factors that are relevant to doing social justice-oriented work.

Instructions

1. Carefully read the question in the interview guide and highlight the areas you want to primarily focus on. However, be sure to address questions 1 & 2/

* The idea for this assignment comes from an exercise developed by Beverly Daniel Tatum and is described in Tatum, B.D. (1992). Talking about race, learning about racism: The application of racial identity development theory in the classroom. *Harvard Educational Review*, 62(1), 1-24. * The idea for this assignment comes from an exercise developed by Beverly Daniel Tatum and is described in Tatum, B.D. (1992). Talking about race, learning about racism: The application of racial identity development theory in the classroom. *Harvard Educational Review*, 62(1), 1-24. The assignment was subsequently adapted by Dorothy Van Soest, University of Texas at Austin, and described in Garcia, B., & Van Soest, D. (1997) and later modified by Biren (Ratnesh) Nagda, University of Washington. This specific interview protocol has been adapted from Biren (Ratnesh) Nagda, SW 543, Praxis of Intergroup Dialogue , Winter 2004 course syllabus.

2. Answer highlighted questions as though someone else is interviewing you. Try to make your answers as complete as possible so that if someone else were listening, s/he would understand what you meant by your response.
3. Be sure to tape all of your answers. If you need to go beyond 90 minutes, please use an additional tape.
4. Turn in the tape to the instructor by the Tuesday, September 26th. Label your tape clearly with your name.
5. **Although the tape will be collected, you will be the only person who will listen to the tape.** Your confidentiality is assured. Feel free to be as candid in your responses as possible. The first taping assignment will set the stage for the end of the semester assignment. The tape will be returned to you toward on Tuesday 11/13th. At that time, you will be asked to listen to your own tape and do a written reflection and analysis of it according to guidelines provided at that time. The second Taping Project assignment is due on Friday, 12/14 (on Spark).

Interview Guide

1. Background

Please elaborate on your visible and invisible targeted and privileged social identities in relation to the following categories

- a) Age
- b) National origin & birth place
- c) First language
- d) Race and Ethnicity
- e) Sex and Gender
- f) Sexual orientation
- g) Religion or Spiritual beliefs
- h) Ability (e.g. physical, developmental ability)
- i) Socio-economic class background

2. Identity and Awareness: Race/Ethnicity, Sex/Gender and Sexual Orientation:

- a) What does it mean to you to be a person from your _____ (SID)? How this a source of pride for you? How do you think it has made any difference in your life?

- b) What do you perceive as positive and negative aspects about being a member of your _____ (SID)? What are others' positive and negative perceptions of your _____ (SID)?
- c) What has been your personal journey in learning about issues of oppression and privilege? What were key formative experiences in your learning? What are continuing issues you want to address or work through in regards to social identities, oppression and privilege?
- d) How do your salient social identities impact some of the following dimensions of interpersonal interaction?
 - i. Communication style? Expressing thoughts and feelings?
 - ii. Ability to practice Speaking, Deep Listening, Suspending Judgment, Asking questions? Taking in the perspective of others? Reflecting on what you or others have said or done?
 - iii. Communicating disagreement?
 - iv. Collaboration style?
 - v. Conflict style?
 - vi. Planning and facilitation style?
 - vii. Self-observation in groups or when facilitating?
 - viii. Facilitating others' learning?
 - ix. Working with our own emotions? The emotions of others?

3. Knowledge and Attitudes about Contemporary Race Ethnicity and Gender Issues

- a) Do you think there has been much progress on issues of social justice? If yes, what are some examples of this progress? If no, what are some examples?
- b) What are your thoughts and feelings on some of the following:
 - i. The growing focus on a “multiculturalists perspective” in the U.S. Do you think there is a need? Why? Do you think schools of education should pay a significant attention to this debate? How so?
 - ii. Issues of immigration, color-ism, transgender issues, equal pay, affirmative action, discrimination in schools based on sex/gender, race/ethnicity or sexual orientation
 - iii. The concept of “reverse discrimination”
 - iv. Interracial/interethnic relationships
 - v. The impact of events of September 11, 2001, and their aftermath on interracial and inter-ethnic relations in the United States? For example, what is the impact of the Anti-terrorism Bill (the Patriot Act) on immigrants and refugees?
 - vi. What do you think about portrayals of women, transgender people, gays and lesbians, immigrants, Muslims, and people of color in the media — especially in television shows and ads?
 - vii. What do you think about portrayals of white people, men, and heterosexuals, and members of other dominant groups in the media — especially in television shows and ads?
- e) What are the most pertinent issues facing us in regards to race/ethnic relations, gender relations, and sexual orientation relations in this country? How do these issues impact similarly/differently members of privileged and targeted social groups?

4. Learning from previous experiences and intergroup dialogues

Intergroup interactions

- a) Describe three experiences with a person from a different race/ethnic social group--one that was positive, one that was negative, and one that was ambiguous.

What made these experiences positive, negative, or ambiguous? Please describe the dynamics in these interactions. How are these representative of the dynamics of race relations in the US presently? What lessons do you draw from these experiences?

- b) Describe three experiences with people from a different sex/ gender social group-one that was positive, one that was negative, and one that was ambiguous.

What made these experiences positive, negative, or ambiguous? Please describe the dynamics in these interactions. How are these representative of the dynamics of gender relations in the US presently? What lessons do you draw from these experiences?

Talking about race ethnicity and intergroup issues

- c) What have your experiences been in discussing race issues, and related intergroup issues, in the classroom? What made these experiences positive? Negative?
- d) What have your experiences been in discussing race issues, and related intergroup issues, outside the classroom? What made these experiences positive? Negative?

Talking about gender issues

- e) What have your experiences been in discussing gender issues, and related intergroup issues, in the classroom? What made these experiences positive? Negative?
- f) What have your experiences been in discussing gender issues, and related intergroup issues, outside the classroom? What made these experiences positive? Negative?

Talking about sexual orientation issues

- g) What have your experiences been in discussing sexual orientation issues, and related intergroup issues, in the classroom? What made these experiences positive? Negative?
- h) What have your experiences been in discussing sexual orientation issues, and related intergroup issues, outside the classroom? What made these experiences positive? Negative?

Prior experiences with dialogue in diverse groups or intergroup dialogue

- i) What previous experiences do you have with dialogue in diverse groups or intergroup dialogues?
- j) What conditions facilitated effective dialogue (e.g., diverse group of students, students' willingness to share, students asking clarification questions, and so on)? What conditions hindered dialogue (such as, time, facilitation, and so on)?

- k) When did you know/feel that there was a good dialogue/effective dialogue?
- l) What did facilitators do that made dialogue effective? In instances when the dialogue was not effective, what could the facilitators have done to make them more effective?
- m) How have your prior experiences with “dialogue” affect your:
 - i. Learning and thinking about your own social identities? Other people’s social group identities?
 - ii. Feeling of connectedness/disconnectedness among dialogue participants?
 - iii. What specific skills did you develop?
 - iv. Motivation to work on behalf of social justice?
 - v. Level of investment in working on issues of diversity, intergroup relations and social justice?
 - vi. Your ability to confront injustices, knowledge of issues, interactions with different people?
 - vii. Your interactions--with friends, family, other students, professors, etc.?
 - viii. Your current practicum experience?

Intergroup alliances

- a) In your opinion, what does it take to be a good ally in social justice work? What do you bring in terms of being an ally? What do you need from others to form alliances?

Facilitation experiences

- b) What have been your previous experiences of facilitation?
- c) What knowledge do you have of facilitation skills? What do you think it takes to be a good facilitator?

Participation in small groups and facilitating intergroup dialogues

- d) Why are you interested in facilitating intergroup dialogues? How do you see this in relation to your career and roles as social change agents?
- e) What are your hopes and fears about the training and practicum course?
- f) What are the strengths that you bring to facilitating intergroup dialogues?
- g) What are areas of growth and challenges you have identified in becoming an effective intergroup dialogue facilitator?
- h) How comfortable are you with:
 - i. Students expressing a variety of conflicting beliefs during dialogue sessions?

- ii. Disclosing some of your own fears and uncertainties as a way to model this behavior for students in your group?

5. Social Justice and Social Change

- a) How comfortable are you exploring social justice issues in large groups? What helps? What gets on the way?
- b) What are some examples of acting against discrimination and oppression?
 - With family? Friends? At school? At work?
- c) What would be some the consequences (i.e., costs, rewards) of taking action against discrimination and oppression?
- d) How do you currently challenge or reinforce racism, sexism, heterosexism and gender conformity? What else can you do? What holds you back from action? What motivates you take action? What is easy? What is challenging?
- e) What is your worst fear of what society would be like if power was shared?
- f) What is your best vision of what society could be like if power was shared?

6. Building a support system

- a) What do you expect from the course instructors and other students in assuring that you have a strong support system to learn, practice and develop effective intergroup dialogue facilitation skills?
- b) What form of a support system do you need or have outside of school to talk about issues that come up in class?

7. Reflecting on the interview

- a) What was it like for you to answer these questions in taped interview format?
- b) Any other comments?

**ED795E:
Readings on Spark
Fall 2007**

**Part 1:
What is Dialogue? What is not Dialogue?
Principles and Building Blocks of Intergroup Dialogue.**

- Berman, S. (1997). Comparison of dialogue and debate. In Study Circles Resource Center, *Facing the Challenge of Racism and Race Relations: Democratic Dialogue and Action for Stronger Communities, 3rd edition* (47). Pomfret, CT: Study Circles Resource Center.
- Ellinor, L. & Gerard, G. (1998). Part I: The journey of dialogue, Chapter 3: What is dialogue? In *Dialogue: Rediscover the transforming power of conversation* (19-27). New York, NY: John Wiley & Sons.
- Ellinor, L. & Gerard, G. (1998). Part I: The journey of dialogue, Chapter 4: Where does dialogue come from? In *Dialogue: Rediscover the transforming power of conversation* (28-34). New York, NY: John Wiley & Sons.
- Ellinor, L. & Gerard, G. (1998). Part I: The journey of dialogue, Chapter 5: The current practice of dialogue. In *Dialogue: Rediscover the transforming power of conversation* (35-41). New York, NY: John Wiley & Sons.
- Ellinor, L. & Gerard, G. (1998). Part II: The 'living technology' of dialogue, Chapter 1: Suspension of judgment. In *Dialogue: Rediscover the transforming power of conversation* (65-77). New York, NY: John Wiley & Sons.
- Ellinor, L. & Gerard, G. (1998). Part II: The 'living technology' of dialogue, Chapter 2: Identification and suspension of assumptions. In *Dialogue: Rediscover the transforming power of conversation* (78-97). New York, NY: John Wiley & Sons.
- Ellinor, L. & Gerard, G. (1998). Part II: The 'living technology' of dialogue, Chapter 3: Listening. In *Dialogue: Rediscover the transforming power of conversation* (98-110). New York, NY: John Wiley & Sons.
- Ellinor, L. & Gerard, G. (1998). Part II: The 'living technology' of dialogue, Chapter 4: Inquiry and reflection. In *Dialogue: Rediscover the transforming power of conversation* (111-127). New York, NY: John Wiley & Sons.
- Huang Nissen, S. (1999). Defining the principles of dialogue. In *Dialogue groups: A practical guide to facilitate diversity conversations* (10-22). Blue Hill, ME: Medicine Bear.

McCormick, D. (1999). Listening with empathy: Taking the other person's perspective. In NTL Institute, *Reading book for human relations training (8th edition)*, (57-60). Arlington, VA: NTL Institute.

Weiler, J. (2003). Finding a shared meaning: reflections on dialogue. An interview with Linda Teurfs. *Seeds of Unfolding 11(1)*, 4-11. Retrieved from www.seedsofunfolding.com.

Part 2: **Why Dialogue?**

Dalton, H. L. (1995). Engagement. In *Racial Healing: Confronting the Fear Between Blacks and Whites* (27-63). New York, NY: Anchor Books.

**North, C.E. (2006). More than words? Delving into the substantive meaning(s) of social justice in education. *Review of Educational Research*, 76(4), 507-535.

Pettigrew, T.F. (1998). Prejudice and discrimination on the college campus. In J. Eberhardt & S. T. Fiske (Eds.), *Confronting racism: The problem and the response* (263-279). Thousand Oaks, CA: Sage.

Romney, P. (2003). The art of dialogue. *Animating Democracy* . Retrieved September 8, 2005 from http://www.americansforthearts.org/animatingdemocracy/resource_center/resources_content.asp?id=215.

**Tannen, D. (1998). Fighting for our lives. In *The argument culture: Moving from debate to dialogue* (3-26). New York, NY: Random House.

Tatum, B.D. (1997). Embracing a cross-racial dialogue. In *Why are all the Black kids sitting together in the cafeteria? And other conversations about race* (193-206). New York, NY: Basic Books.

Thompson, A. (2005). Schooling Race Talk. *Educational Researcher*, 34(6), 22-29.

Young, I.M. (2000). Chapter 1, Democracy and justice. *Inclusion and democracy* (16-51). New York, NY: Oxford University.

Part 3: **How do you facilitate dialogue?** **Getting Started: Planning and Facilitating Intergroup Dialogue**

Arnold, R., Burke, B., James, C., Martin, D. & Thomas, B. (1991). Chapter 2, Working by design: Putting together a program. *Educating for a change* (31-67). Toronto, ON: Between the Lines.

- Arnold, R., Burke, B., James, C., Martin, D. & Thomas, B. (1991). Chapter 4, Working on our feet: The practice of democratic facilitation. *Educating for a change* (113-148). Toronto, ON: Between the Lines.
- Bidol, P. (1986). Interactive Communication. In I. Bardwell, P. Bidol, & N. Manning (Eds.), *Alternative Environmental Conflict Management Approaches: A Citizen's Model*. Ann Arbor School of Natural Resources (205-208). Ann Arbor, MI: University of Michigan School of Natural Resources.
- Brockbank, A. & McGill, I. (2000). The requirements for reflection. In *Facilitating reflective learning in higher education* (56-69). Buckingham, U.K.: Open University Press.
- Collins, P. (1993). Toward a new vision: Race, class, and gender as categories of analysis and connection. *Race, Sex and Class*, 1(1), 36-45.
- Huang Nissen, S. (1999). Being an effective group leader. In *Dialogue groups: A practical guide to facilitate diversity conversation* (44-62). Blue Hill, ME: Medicine Bear Publishing.
- Leas, S. B. (1982). Surfacing submerged conflict. *Leadership and Conflict*. Nashville, TN: Abingdon. (63-86).
- Posner, G. (2005). Reflecting on field experiences: Fieldwork logs. In *Field experience: A guide to reflective teaching* (21-28). Boston, MA: Allyn and Bacon

Part 4:
Theories and Models of Intergroup Contact, Conflict Transformation, and Dialogue Across Differences

- Burbules, N. (1993). Why Dialogue? Why Theory and Practice? In *Dialogue in Teaching: Theory and Practice* (1-18). New York, NY: Teachers College Press.
- Dovidio, J.F., Gaertner, S.L., Stewart, T.L., Esses, V.M., ten Vergert, M. & Gordon, H. (2004). From intervention to outcome: Processes in the reduction of bias. In Stephan, W.G. & Vogt, W.P. (Eds.) *Education Programs for Improving Intergroup Relations*. (243-265) New York, NY: Teachers College Press.
- McCoy, M. & Scully, P. (2002). Deliberative dialogue to expand civic engagement: What kind of talk does democracy need? *National Civic Review* 91(2), 116-135.
- Pettigrew, T.F & Tropp, L.R. (2000). Does intergroup contact reduce prejudice? Recent meta-analytic findings. In S. Oskamp (Ed.), *Reducing prejudice and discrimination: The Claremont symposium* (93-114). Mahwah, NJ: Erlbaum.

Saunders, H. (2003). Sustained dialogue in managing intractable conflict. *Negotiation Journal* 19(1), 85-95.

Part 5:

Methods, Examples of Intergroup Dialogue: Promises and challenges

What are some of the practice implications?

**Asher, N. Made in the (multicultural) U.S.A.: Unpacking tensions of race, culture, gender, and sexuality in education. *Educational Researcher*, 36(2), 65-73.

Bar-On, D. & Kassem, F. (2004). Storytelling as a way to work through intractable conflict: The German-Jewish experience and its relevance to the Palestinian-Israeli context. *Journal of Social Issues* 60(2), 289-306.

Chesler, M. & Zúñiga, X. (1991). Dealing with prejudice and conflict in the classroom: the pink triangle exercise. *Teaching Sociology* 19, 173-181.

Ellsworth, E. (1992). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. In Luke & Gore (Eds.), *Feminisms and Critical Pedagogy* (90-119) New York, NY: Routledge.

Pheterson, G. (1990). Alliances between women: Overcoming internalized oppression and internalized domination. In Albrecht, L. & Brewer, R. (Eds.), *Bridges of Power: Women's Multicultural Alliances* (34-48). Philadelphia, PA: New Society Publishers.

Schoem, D. & Stevenson, M. (1990). Teaching ethnic identity and intergroup relations: The case of Black-Jewish dialogue. *Teachers College Record* 91(4), 579-594.

Tatum, B.D. & Ayvazian, A. (2004). Women, race and racism. A dialogue in Black and White. In J. Jordan, M. Walker & L. Hartling, Eds., *The Complexity of Connection. Writings from the Stone Center's Jean Baker Miller Training Institute* (147-163). New York, NY: The Guildford Press.

Part 6:

What are the benefits of cross group interaction and dialogue across lines of difference? What are the limitations? What are some of the practice implications for dialogue facilitation?

Abu-Nimer, M. (2004). Education for coexistence and Arab-Jewish encounters in Israel: Potential and challenges. *Journal of Social Sciences* 60(2), 405-422.

Burbules, N. (2000). The limits of dialogue as a critical pedagogy. In Trifonas, P. (Ed.), *Revolutionary pedagogies: Cultural politics, instituting education, and the discourse of theory* (pp. 251-273). New York, NY: RoutledgeFalmer.

Khuri, M.L. (2004). Working with emotion in educational intergroup dialogue. *Journal of Intercultural Relations* 28, 595-612.

Nagda, B. (2006). Breaking barriers, crossing borders, building bridges: Communication processes in intergroup dialogues. *Journal of Social Issues* 62(3), 553-576.

Tatum, B.D. (2003). Talking about race, learning about racism: The application of racial identity development theory in the classroom. In A. Howell & F. Tuitt (Eds.), *Race and higher education: Rethinking pedagogy in a diverse college classroom* (139-162) Harvard Educational Review Reprint Series No. 36.

**Wittig, M.A. & Grant-Thompson, S. (1998). The utility of Allport's conditions of Intergroup contact for predicting perceptions of improved racial attitudes and beliefs. *Journal of Social Issues*, 54(4), 795-812.

Zúñiga, X. & Sevig, T. (2000) Bridging the "us/them" divide: Intergroup dialogue and peer leadership. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. Hackman, M. Peters, X. Zúñiga (Eds.), *Readings for Diversity and Social Justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (463-469). New York, NY: Routledge.

NOTE: ** INDICATES OPTIONAL READINGS

Weekly Course Outline

<p>T 9/11 Orientation to the Class Group building What is dialogue? What is not dialogue? Where does dialogue come from? How is dialogue distinct from debate and discussion?</p> <p><u>Readings</u> Berman, Dialogue & Debate (On Spark) Huang-Nissen, Defining the principles of dialogue (On Spark) Ellinor & Girard, What is dialogue and where does dialogue come from (pp. 28-34) (On Spark) Zúñiga et al., 2007 (chapter 1) (ZUN)</p>	<p>T 9/18 Why dialogue? What motivates individuals, groups and communities to dialogue? What kinds of arguments and/or rationales are used to justify the value of and increased interest in dialogue?</p> <p><u>Readings:</u> Dalton, Engagement (On Spark) North. More than words? (On Spark) (Optional) Romney (On Spark) Pettigrew, Prejudice & discrimination. (On Spark) Schoem & Hurtado (chapter 1) (SCHOEM) Tannen. Fighting for our lives (On Spark) (optional) Tatum, Embracing cross racial dialogue (On Spark) Thompson, Schooling race talk (On Spark) Young, Democracy & justice (On Spark)</p>
<p>T 9/25 How do we engage in dialogue? What “building blocks” for dialogue and “conditions” are needed for fruitful dialogue? - Self: What do I need to do to engage in dialogue? - Group: What kind of container or structure is needed for dialogue to ensue?</p> <p><u>Readings:</u> Ellinor & Girard, The current practice of dialogue, suspension of judgment, identification and suspension of assumptions, listening, inquiry and reflection (On Spark) Mc Cormick, Listening with empathy (On Spark) Weiler, Finding shared meaning (On Spark)</p> <p><u>Homework:</u> Identify 1 or 2 assumptions you often make about a “situation” and describe your ladder of inference</p> <p>Tape Interview Part I due in class</p>	<p>T 10/2 How do we engage others in dialogue? How do we develop a container for dialogue?</p> <p>Using structured activities to get conversations started Balancing process and content Effective facilitation</p> <p><u>Readings:</u> Arnold et al, Working by design (On Spark) Bidol, Interactive communication (On Spark) Collins (On Spark) Huang-Nissen, Being an effective facilitator (On Spark) Brookfield & Preskill, (chapter 1 & 2) BROOK Schoem & Hurtado, chapter 15 (SCHOEM) Zúñiga et al., 2007 (chapter 2 & 3) (ZUN)</p> <p><u>Homework:</u> KASP Assessment due in class Bring 1 quote about facilitation from the readings</p>

<p>Friday 10/5 9-5PM</p> <p>Getting started: Planning and facilitating dialogue Getting ready for “out of class” event; developing questions that deepen the dialogue</p> <p><u>Readings:</u> Arnold et al., Working on our feet (On Spark) Brockbank & McGill (On Spark) (optional) Brookfield & Preskill (chapter 3 & 4) BROOK Huang-Nissen, Being an effective facilitator (On Spark) Posner (On Spark) Schoem & Hurtado (chapter 15 & 17) (SCHOEM) Zúñiga et al., 2007 (chapter 3 & 4) (ZUN)</p> <p>KASP self-assessment due in class Bring one quote about planning “open” conversations from the readings</p>	
<p>T 10/9</p> <p>Monday Schedule – No Class</p>	<p>10/16</p> <p>Getting started: Planning and facilitating dialogue (cont.)</p> <p>Planning out of class event: fine tuning the design & discussion questions; anticipating “what if situations” Coaching observers</p> <p><u>Readings:</u> Arnold et al. Working by design & Working on our feet (On Spark) Brookfield & Preskill (chapter 4 & 5) (BROOK) Huang- Nissen, Being an effective group leader (On Spark)</p>
<p>T 10/23 No class</p> <p>Work on out of class assignment</p>	<p>T 10/30</p> <p>Theories and practice models of intergroup contact and dialogues across differences: Deliberative & conflict reconciliation models</p> <p>Debrief out of class assignment</p> <p><u>Readings:</u> Burbules (1993), Why dialogue (On Spark) Mc Coy & Scully, Deliberative dialogue to expand civic engagement (On Spark) Posner, Reflecting on field experiences (On Spark) Schoem & Hurtado (chapter 20) SCHOEM Saunders, Sustained dialogue in managing intractable conflicts (On Spark)</p>

<p>T 11/6 Theories and practice models of intergroup contact and dialogues across differences Prejudice reduction and consciousness raising models (cont.)</p> <p><u>Readings:</u></p> <p><u>Overview: Content/process issues</u> Collins, Toward a new vision (On Spark) Johnson, Privilege, power and difference (chapter 1- 4) (JOHNSON) Zúñiga et al. 2007 (Chapter 1 & 2) (ZUN)</p> <p><u>Methods, outcomes & challenges</u> Dovidio et al., From intervention to outcome (On Spark) (Optional) Pettigrew & Tropp, Does intergroup contact reduce prejudice? (On Spark) Schoem & Hurtado, (Chapter 20) (SCHOEM) AND TWO Case Studies from Schoem & Hurtado, (SCHOEM)</p> <p>Out of class reflective practice assignment due on Spark on 11/9 and 1 paper copy in class on 11/13</p>	<p>T 11/13 Engaging identity and power differences in intergroup dialogue: Methods, challenges, limitations</p> <p><u>Readings:</u></p> <p><u>Overview: Content/process issues</u> Johnson, Privilege, power and difference Chapters 5-7 (JOHNSON) Tatum & Ayvazian, Women, race and racism: A dialogue in Black and White (On Spark) Schoem & Hurtado, Chapter 16 (SCHOEM) Zúñiga et al. 2007, Chapter 3 (ZUN)</p> <p><u>Methods, outcomes & challenges</u> Pheterson, Alliances between women (On Spark) Study Circles, Facing racism in a diverse nation (free download) Schoem & Hurtado, Chapter 17 (SCHOEM) Schoem & Stevenson, Teaching ethnic identity and intergroup relations: The case of the Black-Jewish dialogue (On Spark) AND TWO Case Studies from Schoem & Hurtado, (SCHOEM)</p>
<p>T 11/20 Engaging identity, tensions and conflict in intergroup dialogue: Methods, challenges, limitations (cont.)</p> <p><u>Readings:</u></p> <p><u>Overview: Content/ process issues</u> Asher, Made in (multicultural) USA (optional) Johnson, Privilege, power and difference Chapters 8-9 (JOHNSON) Lederach, The little book on conflict transformation (LEDERACH)</p> <p><u>Methods, outcomes, challenges</u> Bar-on & Kassem, Storytelling as a way to work on through intractable conflict (On Spark)</p>	<p>T 11/27 What are some of the benefits and limitations of dialogue efforts across differences? What “processes” and “conditions” are important to consider in planning and facilitating dialogues?What are some key practice implications for facilitators?</p> <p><u>Readings:</u></p> <p><u>Overview: Benefits and challenges</u> Burbules, The limits of dialogue as critical pedagogy (On Spark) Wittig & Thompson, The utility of Allport’s conditions of intergroup contact (On Spark) (Optional) Schoem & Hurtado, (Chapter 19) (SCHOEM) Zúñiga et al (2008), chapter 5 & 6 (ZUN)</p>

<p>(CONT. NEXT PAGE)</p> <p>Chesler & Zuñiga, Dealing with prejudice and conflict in the classroom (On Spark) Ellsworth, Why doesn't feel empowering (On Spark) Leas, Surfacing submerged conflict (On Spark) Schoem & Hurtado, Chapter 17 (SCHOEM)</p>	<p>(CONT. NEXT PAGE)</p> <p><u>Empirical studies</u> Abu-Nimer, Education for coexistence and Arab-Jewish encounters in Israel: Potential and challenges (On Spark) Khuri, Working with emotions in educational intergroup dialogue (On Spark) Nagda, Breaking barriers, crossing borders (On Spark) Tatum, Talking about race, learning about racism) (On Spark) Zúñiga & Sevig, Bridging the "us/them" divide (On Spark)</p>
<p>T 12/4 Class presentations re: Concept and application Paper</p> <p>Concept and application paper due On Spark and 1 paper copy in class</p>	<p>T 12/11 Class presentations re: Concept and application paper (Cont.).</p> <p>Closing and feedback</p>
<p>Research paper due Tuesday 12/4 On Spark and in class. Tape Interview Part II due Friday 12/14 On Spark ONLY</p>	