

The logo for the University of Michigan School of Social Work. It features a large, stylized yellow 'M' on the left. To its right, the words 'UNIVERSITY OF MICHIGAN' are written in a blue, serif font. Below this, a horizontal blue line separates the university name from the school name 'School of Social Work', which is written in a larger, blue, serif font.

UNIVERSITY OF MICHIGAN

School of Social Work

Social Work 709: Dialogue Facilitation For Diversity and Social Justice
Tuesday, 1:00-5:00 PM, 2752 SSWB
Spring/Summer 2012

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Course Description:

This course is designed to give students a foundation in the awareness, knowledge, understanding, and skills needed to effectively carry out multicultural social work practice with populations who are culturally diverse in terms of race, ethnicity, class, gender, religion, sexual orientation, age, ability status, and national origin. In particular, students will gain skills in facilitating multicultural group interactions and in resolving conflicts or resistance that may emerge due to cultural misunderstandings or oppressive dynamics. The topics of this course include social identity group development; prejudice and stereotyping and their effects on groups; difference and dominance and the nature of social oppression; our personal and interpersonal connections to power, privilege, and oppression; understanding and resolving conflicts or resistance; methods of dialoguing and coalition building across differences; and basic group facilitation skills and their applications in multicultural settings.

Course Design:

Like the learning environment you will be expected to create for dialogue participants, this class will strive to foster a learning environment where each student can reflect critically on their beliefs and perspectives and where your multiple perspectives can be understood, respected, and critically examined.

Facilitation training in this course will involve participation in dialogue-like exercises during class and practice sessions in facilitation skills. In addition, readings, journal writing, self-reflection assignments, and consultations with the instructor will enhance your training and learning in this course. More critical than your learning of dialogue facilitation skills in this course, however, is your learning of the content on cultural diversity and social justice. This will provide you with some of the knowledge, awareness, and skills that social workers need to possess in order to work in a multicultural society. Before you can facilitate dialogues on issues of cultural diversity and social

justice, you will need to examine these issues for yourself and reflect on your own identities, issues, and experiences around oppression. This course will provide a forum to critically examine how our multiple identities shape our beliefs, assumptions, behaviors, and life experiences. Special attention will also be given to assess how our multiple identities and different experiences with oppression enhance or hinder our work with diverse populations. Application of this knowledge will then be used in the learning of dialogue facilitation skills.

It is our goal to create a learning environment that is inclusive and respectful, as we believe these are critical elements to creating a safe space for dialogue. As a part of this, we would like to invite each of you to let us know if you have a disability or condition that may interfere with your participation in this course. Please schedule a private appointment as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. You may also seek additional information and resources through the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

Course Objectives and Guidelines for Learning:

Upon successful completion of this course, students will be better able to:

- 1. Demonstrate personal dialoguing skills around issues of multiculturalism and oppression.** Students will learn how to engage in dialogue with others about cultural diversity and social justice across our differences, using respectful and inquisitive forms of active listening, self-reflection, and critical consciousness. Special attention will be given to learning how to discuss the difficult issues of stereotypes, prejudices, conflicts, and the pain we experience because of oppression when it is most difficult to engage in these discussions.
- 2. Demonstrate dialogue group facilitation skills.** Students will learn how to create a space for respectful dialogue across differences, how to engage students in a process of multicultural learning and dialogue, and how to address group dynamics and processes that enhance or hinder dialogue.
- 3. Demonstrate knowledge of multiple identities and the diversity within identities.** Students will develop a clear understanding of multiple social identities (i.e., race, class, gender, sexual orientation, religion, age, ability status, age), as well as an understanding of the many ways that our multiple identities intersect to create remarkably diverse identity groups (e.g., being an able-bodied woman of color, a Christian Latino gay male, a poor white man with a mental illness).
- 4. Understand the interconnections between forms of oppression.** Students will recognize that there is no hierarchy of oppression that supports one form of oppression or serves to perpetuate other forms. Students will also understand how the cumulative effects of multiple forms of oppression can create additional burdens.
- 5. Understand dynamics of difference and dominance.** Students will understand what the dynamics of difference and dominance/oppression are (e.g., systems of inequity and inequality, power and status differences, and relative differences in power/privilege or oppression), and how they impact human functioning and social relations within and across diverse groups. In addition, students will understand how structural differences in society are shaped by historical, psychological, social, and political factors.
- 6. Demonstrate skills for multicultural social work practice,** including respect and validation of others' experiences and perspectives, critical consciousness of oppressive socializations and

awareness of one's own biases, recognizing our personal role in oppression, and learning how to interrupt oppression and work for social justice through various actions, including alliance and coalition building across differences.

7. **Ongoing development of critical consciousness and understanding its implications for social work practice.** Awareness of how the beliefs, feelings, and behaviors that emerge from our multiple identities (and their corresponding experience with dominance or oppression) enhance or hinder our abilities to work with diverse and disenfranchised groups. Students will also become more aware of the oppressive assumptions, biases, and prejudices that they hold towards other groups or their own group (internalized oppression), and how these influence their interactions with others, through conscious and unconscious beliefs, assumptions, emotions and behaviors.

8. **Recognize that this learning is continuous.** Develop methods for continuing this life long process of recognizing our biases, learning how to change our oppressive behaviors, and building a more socially just multicultural society.

Relationship of the Course to Four Curricular Themes:

Multiculturalism and Diversity will be fundamental to this course. Students will develop a clear understanding of multiple social identities (i.e., race, class, gender, sexual orientation, religion, age, ability status, age), as well as an understanding of the many ways that our multiple identities intersect to create diverse identity groups.

Social Justice and Social Change will be central themes in the study of dialogue facilitation skills for multicultural social work practice. Special emphasis will be given to studying how dialogues can be used to interrupt oppression and work for social change and social justice through alliance and coalition building across differences.

Promotion, Prevention, Treatment, and Rehabilitation will be addressed through applications and discussions in this course. Students will learn how multicultural practice skills can be applied to their field of practice interests and how cultural competence enhances the capacity of diverse groups being able to access the services and programs they need in culturally relevant forms.

Behavioral and Social Science Research will comprise many of the course readings and will provide a foundation for learning the theories, frameworks, and models of social identity development, intersections of multiple identities, intergroup relations, difference/dominance dynamics, cycles of oppression, and cultural competence methods.

Relationship of the Course to Social Work Ethics and Values:

This course will address the social work ethics and values from the NASW Code of Ethics, including the social work values of social justice, the importance of human relationships, and competence (in multicultural practice), as well as the ethics related to cultural competence and social diversity (1.05) and to social and political action (6.04). This course develops multicultural competency skills to work with disenfranchised and oppressed groups in culturally competent ways and to address social injustice due to discrimination and oppression. Training in dialogue facilitation promotes sensitivity to and knowledge about oppression and cultural diversity, and it also increases personal and group capacity to work for social and economic equality and justice around differences in race/ethnicity, gender, culture, religion, sexual orientation, and ability status. This course also addresses the social work value of the importance of human relationships through developing skills in dialogue and alliance building across differences, both of which foster intergroup relations and support the belief

that relationships between and among people are an important vehicle for social change. Finally, this class supports social work ethics that social workers should obtain education about and seek to understand the nature of social diversity and oppression (1.05) and that social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of difference, while working for equity and social justice for all people (6.04).

Grading/Course Requirements:

This is a graded, 3-credit, course. Students will be graded on the assignments described below. The following guidelines and descriptions are intended to help you meet the expectations for the assignments.

A major part of your grade for written assignments is based on your clarity and thoroughness. All written assignments should be carefully proofread for typos and clarity of content. A paper with lots of errors is difficult to read and will be marked down. **Most assignments should be double-spaced, using 12-point font, with 1-inch margins (The exception is journal assignments, which should be single-spaced).**

You should turn in all written assignments on time (journal entries are due Mondays by 10 am, all other assignments are due on CTools by 1 pm Tuesdays). Please post all assignments in Assignments on CTools. No hard copies are necessary. Having assignments in on time will assist us in reading and grading them in a timely manner. A paper will be marked down for each day it is late. Exceptions will be made only for extreme circumstances. If you expect that you are going to be late turning in an assignment, let us know as soon as possible so we can plan accordingly. Please try to anticipate your responsibilities and start your assignments well in advance of the due date.

Your grades will be distributed along the following scale:

100-98	A+	89-87	B+	79-77	C+	69-60	C
97-94	A	86-83	B	76-73	C	59 and below	E
93-90	A-	82-80	B-	72-70	C-		

Assignment 1. Attendance and Participation (25%)

Attendance and participation in all class sessions are critical for the learning process in this course. For this reason, students are expected to attend all class sessions. One point out of a possible 10 will be deducted for each missed class. Exceptions will only be made for extreme circumstances. It is the responsibility of the student to contact the instructor and arrange for missed material. Active participation is critical to the small group learning community we will create.

Weekly Readings

Readings for each class session will be assigned from the course texts. Participation will be impacted by how extensively you are prepared to discuss the readings in class. As we find readings that are useful, we will either pass them out or make them available on CTools. If you find good readings, pass them on and we can make them available to the class as well.

Required Texts:

Adams, M., Bell, L. A., & Griffin, P. (2007). *Teaching for diversity and social justice*. 2nd ed. New York: Routledge.

Adams, M., Blumenfeld, W. J., Castañeda, C., Hackman, H. W., Peters, M. L., & Zúñiga, X. (2010). *Readings for diversity and social justice*. 2nd ed. New York: Routledge.

These texts are available for purchase at Common Language Bookstore (317 Braun Court, Ann Arbor, 48104). They are also on reserve at the University of Michigan library.

Additional readings will be available to you on CTools. Go to www.ctools.umich.edu.

Assignment 2. Seven weekly journals (25%) 1 page, single spaced, due Mondays by 10 am

In order to deepen your process of learning in this course, it is important for you to spend some time reflecting on the class discussions and the readings by writing in a journal entry. It should serve as a log of your own experiences and reactions to the class exercises, discussions, readings and assignments, with special attention and reflection given to how your identities and knowledge/experience around oppression may be shaping your reactions and learning process. You will be required to turn in seven journals, typed, single-spaced, on c-tools, on the due dates noted below. You are encouraged to write on your reflections over the past week. These will not be graded for their descriptions of what you are learning (everyone will learn differently). Instead, they will be graded for completeness, for their **depth of insight and self-reflection, and incorporation of readings and classroom activities/discussions**. Journals will be given a score on a 10 point scale, and your grade for the journals will be the average score over the seven journals, weighted 25%. Clarity and careful proofreading are necessary.

Assignment 3. In-Class Practice Dialogue Facilitation, Facilitation plan, and self-assessment (25%)

Each student will have an opportunity to group facilitate an in-class exercise once during the semester. Students will be assigned to co-facilitation pairs and a dialogue topic in the 3rd class session. Each pair will assume responsibility for about an hour and a half of class on the day that their issue topic is scheduled. Students will deliver an activity related to the issue (shorter activities are highly recommended) and facilitate dialogue following the activity. Students will develop a plan with the instructors and are strongly encouraged to use the Adams, Bell & Griffin text as a resource. If special resources or space is necessary, please let us know as soon as possible. An additional 30 minutes will be allocated for classmates to provide students with feedback on their facilitation in a fishbowl format.

Students are expected to **turn in a jointly written facilitation plan one week prior to the activity, using the planning template provided on CTools**. The facilitation plan should be a minimum of **two pages** and include the goals and objectives of the activity and subsequent dialogue, details of what you plan to do and the steps you will be taking, how long you expect each activity to take, the logistics of your plan (who is doing what), key issues for the dialogue, and potential questions that might arise.

Additionally, a **5-page self-assessment of your plan and your experience will be turned in the week following your facilitation**. The self-assessment should be written alone, **not** jointly with your co-facilitator. It should include not only your own **critical assessment of how you did, but should include what you thought you did that was useful, what was not so useful, what you might have done differently, and areas you would like to grow**. You should reference the handouts, text, and readings to identify how the facilitation experience reflects the principles of dialogue, facilitation, and social justice education in general. Try to be explicit in your references to other sources—it should be more than your opinion. **Grades will**

be based on the clarity and thoroughness of your self-assessment as well as linkages to readings and resources.

Assignment 4. Reflection papers I (8-10 pages) (15%) and II (5 pages) (10%)

See assignment details at the end of the syllabus. We will discuss this more in class as well.

Weekly Schedule & Course Outline

In order to prepare students to facilitate intergroup dialogues, attention must be given to both content and process issues. In addition to group facilitation skills, dialogue facilitation requires us to reflect on our own experiences with oppression and privilege and to be prepared for issues that often arise given the emotional and controversial nature of social justice issues. This course is structured to provide opportunities for us to engage with activities and readings designed to stimulate dialogue and increase our consciousness related to power issues. These shared activities will also serve as examples for us to illustrate and practice skills for facilitating intergroup dialogue.

Week 1

May 8th, 2012

Introductions

Facilitation logistics for the term

Activities for intergroup dialogue methods, social identity work, power and oppression: Icebreakers, groundrules, socialization timeline and cycles, social identity profile

Assign Reflection Paper I

Week 2

May 15th, 2012

Intergroup dialogue theory and practice

Activities: Dialogue, Discussion Debate; Triggers, Conflict and resistance; LARA

Readings:

Dessel, A., Rogge, M., & Garlington, S. (2006). Using Intergroup Dialogue to Promote Social Justice and Change. *Social Work, 51* (4), 303-315. [in week 3 folder]

Dessel, A. (2011). Dialogue and social change: An interdisciplinary and transformative history. *Smith College Studies in Social Work, 81* (2-2), 167-183.

Adams, Bell, & Griffin (Teachings Book)—Chapters 1(theory), 2 (pedagogy), 3 (conceptual)

LARA & empathy [week 3 folder]

Week 3

May 22nd 2012

**** Reflection I is due Tuesday, May 22nd at 1 pm on CTools.**

Intergroup dialogue research and working with conflict

Activity & Dialogue: Video—*Last Chance for Eden*

Readings:

Adams, Bell, & Griffin (Teaching)—Chapters 5 (facilitating), 16 (knowing ourselves as social justice educators)

Adams, Blumenfeld, Castañeda, Hackman, Peters, & Zúñiga (Readings)—Chapter 4

Dessel, A., & Rogge, M. (2008). Evaluation of intergroup dialogue: A review of the empirical Literature. *Conflict Resolution Quarterly, 26* (2), 199-238.

Nagda, B.A., Gurin, P., Sorensen, N., & Zúñiga, X. (2009). Evaluating intergroup dialogue: Engaging diversity for personal and social responsibility. *Diversity & Democracy*, 12 (1), 4-6

1st journal due Monday, May 28th by 10 am

Week 4

May 29th, 2012

*****first in-class facilitation plan due Tuesday, May 29, 1 pm (for the following week's in-class dialogue; successive facilitation plans due each Tuesday one week before dialogue)***

Facilitation skills

Readings:

Adams, Bell, & Griffin (Teaching)—Chapters 4, 17

Adams, Blumenfeld, Castañeda, Hackman, Peters, & Zúñiga (Readings)—Chapters 5-7

Facilitation handouts from IGR (co-facilitator exercise, useful questions, etc.)

Multipartiality

2nd journal due Monday, June 4th by 10 am

Week 5

June 5th, 2012

Activity & Dialogue: **Student In-class Facilitation on Race/ethnicity**

Readings:

Adams, Bell, & Griffin (Teaching)—Chapters 6 (racism) and 7 (globalization)

Adams, Blumenfeld, Castañeda, Hackman, Peters, & Zúñiga (Readings)—Chapters 8-25 [In-class facilitators will select assigned readings from this set]

Maxwell, Nagda, & Thompson (Facilitating Intergroup Dialogues)—Chapters 1 (critical dialogic approach) and 3 (integrating cognitive and affective learning)

3rd journal due Monday, June 11th by 10 am

Week 6

June 12th, 2012

Activity & Dialogue: **Student In-class Facilitation on Religion/spirituality**

Readings:

Adams, Bell, & Griffin (Teaching)—Chapter 11-12 (religion and anti-semitism)

Maxwell, Nagda, & Thompson (Facilitating Intergroup Dialogues)—Chapters 5 (pedagogical model) and 10 (extending intergroup dialogue facilitation to multicultural social work practice)

Adams, Blumenfeld, Castañeda, Hackman, Peters, & Zúñiga (Readings)—Chapters 44-60 [In-class facilitators will select assigned readings from this set]

4th journal due Monday, June 18th by 10 am

Week 7

June 19th, 2012

Activity & Dialogue: **Student In-class Facilitation on Sexual orientation**

Readings:

Adams, Bell, & Griffin (Teaching)—Chapter 9 (heterosexism)

Adams, Blumenfeld, Castañeda, Hackman, Peters, & Zúñiga (Readings)—Chapters 78-86 [In-class facilitators will select assigned readings from this set]

5th journal due Monday, June 25th by 10 am

Week 8

June 26th, 2012

Activity & Dialogue: **Student In-class Facilitation on Sex, gender and gender identity**

Readings: Adams, Bell, & Griffin (Teaching)—Chapter 8, 10 (sexism, transgender)

Adams, Blumenfeld, Castañeda, Hackman, Peters, & Zúñiga (Readings)—Chapters 61-77; 87-95 [In-class facilitators will select assigned readings from this set]

6th journal due Monday, July 2nd by 10 am

Week 9

July 3rd, 2012

Activity & Dialogue: **Student In-class Facilitation on Ability**

Readings: Adams, Bell, & Griffin (Teaching)—Chapter 14 (ableism)

Adams, Blumenfeld, Castañeda, Hackman, Peters, & Zúñiga (Readings)—Chapters 96-114 [In-class facilitators will select assigned readings from this set]

7th Journal due Monday, July 9th by 10 am

Week 10

July 10th, 2012

Activity & Dialogue: **Student In-class Facilitation on Class**

Readings: Adams, Bell, & Griffin (Teaching)—Chapter 13 (classism)

Adams, Blumenfeld, Castañeda, Hackman, Peters, & Zúñiga (Readings)—Chapters 26-43 [In-class facilitators will select assigned readings from this set]

Week 11

July 17th, 2012 **LAST CLASS**

Reflection II due Tuesday, July 17th at 1 pm on CTools

Process facilitation and Action planning

Closing Activity

Readings: Adams, Bell, & Griffin (Teaching)—Chapter 15

Adams, Blumenfeld, Castañeda, Hackman, Peters, & Zúñiga (Readings)—Chapters 115-127 and Chapters 128-138

Edwards, K. (2006) Ally development [week 14 folder]

Sakamoto, I., & Pitner, R. O. (2005). Use of critical consciousness in anti -oppressive social work practice: Disentangling power dynamics at personal and structural levels. *British Journal of Social Work*, 35, 435-452. [in week 14 folder]

Hardy, K. V. (2009, January/February). When ‘them’ becomes ‘us’: Crossing the great divide of otherness. *Psychotherapy Networker*, 47-51. [in week 14 folder]

Additional readings on the CTools site

NOTE: Week numberings do not correspond with Spring/Summer term weeks because these folders were set up for Fall and Winter terms, which are 14 weeks long.

Week 2. Identity: Who am I?

Personal identity wheel (handout).

Social identity wheel (handout).

Spencer, M. (2008). A social worker's reflections on power, privilege, and oppression. *Social Work, 53*(2), 99-101.

Week 3. Dialogue, conflict, and resistance

Adams, M., Bell, L. A., & Griffin, P. (2007). Responding to triggers. In M. Adams, L. A. Bell, & P. Griffin (Eds.), *Teaching for diversity and social justice* (2nd ed.) (Appendix 3B). New York: Routledge.

American Friends Service Committee. (2001). *Speech as nonviolent action*. Unpublished manuscript.

Bohm, D., Factor, D., & Garrett, P. (1991). *Dialogue: A proposal*. Retrieved from: http://www.david-bohm.net/dialogue/dialogue_proposal.html

Dessel, A., Rogge, M. E., & Garlington, S. B. (2006). Using intergroup dialogue to promote social justice and change. *Social Work, 51*(4), 303-315.

Huang-Nissen, S. (1999). Defining the principles of dialogue. In S. Huang-Nissen (Ed.), *Dialogue groups: A practical guide to facilitate diversity conversation* (pp. 10-22). Blue Hill, ME: Medicine Bear Publishing.

Introduction to ahimsa (handout).

Kivlighan, D. M., & Arseneau, J. R. (2009). A typology of critical incidents in intergroup dialogue groups. *Group Dynamics: Theory, Research, and Practice, 13*(2), 89-102.

LARA and empathy (handout).

Luft, J. (1982). The Johari window. In L. Porter & C. R. Mill (Eds.), *Reading book for human relations training* (pp. 205-209). Arlington, VA: NTL Institute for Applied Behavioral Science.

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

Nagda, B. A., Gurin, P., Sorensen, N., & Zúñiga, X. (2009). Evaluating intergroup dialogue: Engaging diversity for personal and social responsibility. *Diversity & Democracy, 12*(1), 4-6.

Peace, non-violence and conflict resolution (weblink).

Safety and comfort in dialogue: Co-learning definitions (handout).

Schatz, M., Furman, R., & Jenkins, L. E. (2003). Space to grow: Using dialogue techniques for multinational, multicultural learning. *International Social Work*, 46(4), 481-494.

Schoem, D., Hurtado, S., Sevig, T., Chesler, M., & Sumida, S. H. (2001). Intergroup dialogue: Democracy at work in theory and practice. In D. Schoem & S. Hurtado (Eds.), *Intergroup dialogue: Deliberative democracy in school, college, community, and workplace* (pp. 1-21). Ann Arbor, MI: University of Michigan Press.

Zúñiga, X., & Nagda, B. A. (1993). Dialogue groups: An innovative approach to multicultural learning. In D. Schoem, L. Frankel, X. Zúñiga, & E. Lewis (Eds.), *Multicultural teaching in the university* (pp. 233-248). Westport, CT: Praeger.

Week 4. Diversity and social justice

Collins, P. H. (2000). Toward a politics of empowerment. In P. H. Collins (Ed.), *Black feminist thought: Knowledge, consciousness, and the politics of empowerment* (pp. 275-297). New York: Routledge.

Communication skills for addressing diversity and social justice (handout).

Deutsch, M. (2006). A framework for thinking about oppression and its change. *Social Justice Research*, 19(1), 7-41.

Lorde, A. (1996). There is no hierarchy of oppressions. In J. Andrzejewski (Ed.), *Oppression and social justice: Critical frameworks* (5th ed.) (p. 51). Boston, MA: Pearson Custom Publishing.

Reed, B., Newman, P., Suarez, Z., & Lewis, E. (1997). Interpersonal practice beyond diversity and toward social justice: The importance of critical consciousness. In C. Garvin and B. Seabury (Eds.),

Interpersonal practice in social work: Promoting competence and social justice (2nd ed.) (pp. 44-78). Needham Heights, MA: Allyn and Bacon.

Young, I. M. (2000). Five faces of oppression. In M. Adams, W. J. Blumenfeld, C. Castañeda, H. W. Hackman, M. L. Peters, and X. Zúñiga (Eds.), *Readings for diversity and social justice* (pp. 61-75). New York: Routledge.

Week 5. Facilitation

Chesler, M. (2010). *The role of facilitators*. Unpublished manuscript.

Handouts from the *Teaching* book:

- Cycle of socialization
- Cycle of liberation
- Learning edges and comfort zones
- Matrix of oppression

Handouts from Program on Intergroup Relations (IGR):

- Multi-partiality: What it means to be a multi-partial facilitator (handout).
- Program on Intergroup Relations (IGR). (2008). *Co-facilitator team building exercise*. Unpublished manuscript.

- Program on Intergroup Relations (IGR). (2010). *Useful questions for dialogue facilitation*. Unpublished manuscript.
- Program on Intergroup Relations (IGR). (n.d.). *Facilitation resource guide*. Unpublished manuscript.

Week 6. Race/ethnicity

Bowen, W. G., & Bok, D. (2003). The shape of the river. In J. Stone & R. Dennis (Eds.), *Race and ethnicity: Comparative and theoretical approaches* (pp. 339-347). Malden, MA: Blackwell.

Gurin, P. Y., Dey, E. L., Gurin, G., & Hurtado, S. (2003). How does racial/ethnic diversity promote education? *Western Journal of Black Studies*, 27(1), 20-29.

Lucas, D. (2010). The racist breeding grounds of Harvard Law School. Retrieved from: <http://jezebel.com/5528235/the-racist-breeding-grounds-of-harvard-law-school?skyline=true&si#ixzz0w7fuHlrR>

McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom* (July/August), 10-12.

Sharpley-Whiting, T. D., & Obama, B. (2009). *The speech: Race and Barack Obama's "A more perfect union."* New York: Bloomsbury.

Week 7. Religion/spirituality

Boal, M. (2001, November 22). Muslim students feel the backlash. *Rolling Stone*, 41-42.

Bullock, K. (1998, March/April). The hijab experience of Canadian Muslim women. *Islamic Horizons*, 27(2).

Dalrymple, W. (2004, January 19). Islamophobia. *New Statesman*, 18-20.

Major world religions (handout).

Peace seeds – Twelve prayers for peace (handout).

Schlosser, L. Z. (2003). Christian privilege: Breaking a sacred taboo. *Journal of Multicultural Counseling and Development*, 31, 44-51.

Week 8. Sexual orientation

81 words (weblink).

Conley, T. D., Calhoun, C., Evett, S. R., & Devine, P. G. (2001). Mistakes that heterosexual people make when trying to appear non-prejudiced: The view from LGB people. *Journal of Homosexuality*, 42(2), 21-43.

Greenfield, D. (2005). Shifting from sexual orientation to relational orientation: A discursive move with theoretical and pedagogical benefits. *Equity & Excellence in Education*, 38(4), 309-319.

Kosberg, J. I. (2002). Heterosexual males: A group forgotten by the profession of social work. *Journal of Sociology and Social Welfare*, XXIX(3), 51-70.

Liddle, K. (2009). Despite our differences: Coming out in conservative classrooms. *Feminism Psychology, 19*, 190-193.

Maran, M. (1997, September/October). Bi as I wanna be (with apologies to Dennis Rodman). *Tikkun, 12*(5), 80.

Obama speech on Stonewall anniversary. (2009). Retrieved from:
<http://www.equalitygiving.org/Obama-Speech-Stonewall-Anniversary>

Patrick, E. J. (2000/2001, December/January). Bi: We're not confused. *Ms.*, 11.

Rochlin, M. (1984). The heterosexual questionnaire. In M. S. Kimmel & M. A. Messner (Eds.), *Men's Lives* (7th ed.) (p. 367). Boston: Allyn & Bacon.

Rust, P. C. R. (2000). Bisexuality: A contemporary paradox for women. *Journal of Social Issues, 56*(2), 205-221.

Week 9. Sex, gender and gender identity

Bartky, S. L. (1997). Foucault, femininity, and the modernization of patriarchal power. In D. T. Meyer (Ed.), *Feminist social thought* (pp. 93-111). New York: Routledge.

Bauer, A. (2010). Word of the day: Cis. Retrieved from:
<http://carnalnation.com/print/49458?titles=off>

Feinberg, L. (1996). Are you a guy or a girl? In L. Feinberg (Ed.), *Transgender warriors* (pp. ix-xiii). Boston: Beacon Press.

Genderbread cookie definitions (handout).

Lie, A. (2002). Passing realities. In J. Nestle, C. Howell, & R. Wilchins (Eds.), *Genderqueer: Voices from beyond the sexual binary* (pp. 166-170). Los Angeles: Alyson Publications.

Lombardi, E. L., Wilchins, R. A., Priesing, D., & Malouf, D. (2001). Gender violence: Transgender experiences with violence and discrimination. *Journal of Homosexuality, 42*(1), 89-101.

McPhail, B. A. (2004). Questioning gender and sexuality binaries: What queer theorists, transgendered individuals, and sex researchers can teach social work. *Journal of Gay & Lesbian Social Services, 17*(1), 3-21.

Mottet, L., & Ohle, J. M. (2003). The first and most critical step: A policy of respect for transgender people. In L. Mottet & J. M. Ohle (Eds.), *Transitioning our shelters: A guide to making homeless shelters safe for transgender people* (pp. 11-16). New York: The National Coalition for the Homeless and the National Gay and Lesbian Task Force Policy Institute.

Mottet, L., & Ohle, J. M. (2003). Who are transgender people? The basics. In L. Mottet & J. M. Ohle (Eds.), *Transitioning our shelters: A guide to making homeless shelters safe for transgender people* (pp. 7-10). New York: The National Coalition for the Homeless and the National Gay and Lesbian Task Force Policy Institute.

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Reflection Paper I (8-10 pages, double spaced 12 pt font)

1. Background

Please elaborate on your identities in relation to:

- a) Age
- b) Racial identity and ethnicity
- c) Sex, gender and gender identity
- d) Sexual orientation
- e) Religion
- f) Ability status

2. Identity and Awareness

a) What does it mean to you to be a person from your different social identity groups? Do you think it has made any difference in your life?

b) What are the positive aspects about being a member of your different social identity group? What are negative stereotypes held about your social identity groups?

c) Consider a social identity in which you are in the privileged group and one where you are in the target/oppressed group. In general, when you are in the privileged group, what do you think about the experiences of individuals from groups who are targeted for oppression (i.e., people of color, females, poor, LGBT, persons with disabilities, non-Christians)? When you are of the targeted group, what do you think about the experiences of individuals from dominant groups (agents of oppression)?

d) 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?

e) What impact does your social identity have on your:

- i. Communication styles?
- ii. Conflict styles?

3. Learning from previous experiences and intergroup dialogues

Intergroup interactions

a) Describe three experiences with people from different social identity backgrounds--one that was positive, one that was negative, and one that was ambiguous.

What made these positive, negative, ambiguous? Please describe the dynamics in these interactions. How are these representative of the dynamics of intergroup relations in the US presently? What lessons did you take from these?

b) What have your experiences been in discussing intergroup issues in the classroom? What made these experiences positive? negative?

c) What have your experiences been in discussing intergroup issues outside the classroom? What made these experiences positive? negative?

Intergroup dialogue experiences

- a) Have you ever been involved in an intergroup dialogue experience? (If you've never been involved in dialogue, think about an experience where some form of discussion was facilitated around diversity or social justice and answer these questions.) If so, what conditions facilitated effective dialogue? What conditions hindered dialogue?
- b) What did facilitators do that was effective? In instances when facilitators were not effective, what could the facilitators have done to be more effective?

Facilitation experiences

- a) What have been your previous experiences of facilitation or leading small groups?
- b) What knowledge do you have of facilitation skills? What do you think it takes to be a good facilitator? How comfortable do you feel in facilitating learning in small and diverse groups?
- c) Why are you interested in facilitating dialogues? How do you see this as part of your career and role as a social change agent?
- d) What are the strengths that you bring to facilitating dialogues?
- e) What challenges can you identify in becoming an effective dialogue facilitator?
- f) How comfortable are you with:
 - i. Participants 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) 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?
- b) What would be the consequences (i.e., costs) of acting against oppression of a particular target group that you do not belong to? With family? Friends? At school? At work?
- c) Are there times when you do not challenge oppression? What holds you back from action?

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?

Reflection Paper II: (5 pages, double spaced 12 pt font)

NOTE: It will be helpful to look back at your first reflection paper and journal entries as you answer these questions.

- How has your story changed over the course of the term? What have been the important experiences in the course that have affected your story?
- As you have developed a more complete sense of your role as a facilitator over this term, what are some specific strengths that you bring to this work? And, at the end of this term, what areas of continued growth and development can you identify?
- Please identify and elaborate on three learning objectives for yourself to continue developing your skill as a facilitator of diversity and social justice. How will you go about working to achieve these objectives? How will you know that you have been successful?
- Please reference at least 6 pertinent readings, course content, and activities.

*The syllabus and course outline for Training in Intergroup Dialogue Facilitation were developed by Mike Spencer, David Martineau, Anna Yeakley, Julica Herman, Laura Wernick, and naomi warren based on examples and models from similar courses offered through the **Program on Intergroup Relations (IGR)** at the University of Michigan (developed by Ximena Zúñiga, Todd Sevig, Ratnesh Nagda, Monita Thompson, Teresa Graham-Brett and Charles Behling, Ruby Beale, Jackie Simpson) and through the **University of Washington School of Social Work** (developed by Ratnesh Nagda).*

Adapted by Adrienne Dessel & Timothy Corvidae, Spring 2012