Course Description

This course is designed to increase knowledge and understanding of diversity and social justice through dialogue, including race, ethnicity, class, gender, religion, sexual orientation, age, ability status, and the intersections among social identity groups.

It emphasizes dialogue as a method for recognizing differences, resolving conflicts, and bridging boundaries that separate people in societies that are becoming more segregated and more diverse.

Topics include social identity development; privilege and power; stereotypes and stereotyping; conflict styles and emotional triggers; building alliances and coalitions across differences; and dialogue as a vehicle for multicultural organizing and social justice.

Course Objectives

1. Understand core concepts of diversity, dialogue, and social justice;
2. Recognize social identity and intersections among identity groups as forces in society;
3. Develop knowledge of skills for intergroup dialogue and dialogue facilitation; and
4. Analyze intergroup dialogue as a basis for multicultural organizing in areas that are segregated and diverse.

Course Design

Responsibilities include discussions, experiential exercises, and written assignments due after the class sessions.
Course Outline

Day 1

9:00  Opening and overview [BC]
     Purpose, process, assignments
9:30  Small group icebreaker [RF]
     Breakout rooms
10:00 Introduction to SJE and IGD [RF]
     What is authentic Liberatory Education?
10:30 Reflective practice and IGD facilitation [RF]
     Reflective practice rubric
     Individual reflection
     Small group sharing
     Large group debrief

11:30  Lunch

12:00  Course assignments
       Segregation and diversity
       Metropolitan Detroit as case study
       Youth Dialogues on Race and Ethnicity
       Voices of change

Creating Community Change [BC]
From intergroup dialogue to multicultural organizing
Core concepts:
   Social justice
   Segregation and diversity
   Community
   Multicultural organizing
   Community change

Steps in the process

Day 2

9:00  Review Day 2 agenda and Day 1 reflections
9:30  Creating community change
Steps in process
   ▪ Starting with people
   ▪ Reaching out
   ▪ Making plans
   ▪ Building capacity
   ▪ Building support
• Learning from experience
  Project planning exercise

11:30  Lunch

12:00  IGD Facilitation Skills [RF]
  Balancing power & recognizing dominant narratives
  What is multipartiality?
  Utilizing forms of Inquiry
  Utilizing forms of counter narratives
  Additional considerations in multipartial facilitation
    Accountability & “cancelling”
    Encouraging Dissent
    Trauma informed facilitation

2:00  Closing

Day 3

9:00  Day 3 agenda and Day 2 reflections
9:30  Moving from dialogue to taking action
    Forming sustainable coalitions across difference
    Sharing power and decision making
    Critical Appreciative Inquiry
    Critical Asset Mapping
    Solutionary practice & Radical imagination

11:30  Lunch

12:00  Creating community change (cont.)
    Several strategies
    Steps in process
    Group presentations
    What matters most?
1:00  Discuss assignment 1
1:30  Discuss assignment 2
2:00  Closing
Course Assignments

Assignment 1: (Individual)

You live in East Side Neighborhood, which is separated from West Side Neighborhood because a concrete wall was constructed as a physical barrier between the two neighborhoods. You do not know very much about people on the other side, although you have some stereotypes about them.

Community leaders from both neighborhoods want to organize a “town meeting” to discuss how to bring people together for “bridging the wall.” They have asked you to recommend a process for planning the meeting. What should be the purpose of the meeting? What planning steps should they take? How should the meeting be facilitated, and by whom? What outcomes should they seek?

Prepare a 2-page memorandum with your recommendations. Due....

Assignment 2: (Group)

Metropolitan Detroit is highly segregated, with small areas of diversity within it. The city is largely Black and the suburbs are mostly White, although some suburbs increasing in residents of African, Asian, Middle Eastern, and Latin American descent. Instead of segregation and diversity, the area is both segregated and diverse.

Segregation results in inequalities. Some schools have rich resources, for example, but others have inadequate facilities and outdated books. Some students score high in national tests, while others score so low that experts say that they might have done better if they had guessed.

Diversity also intensifies inequalities. When minority students of color enroll in schools that are majority white, for example, incidents and inequalities often increase; teachers are unprepared to handle sensitive situations; and administrators are unsure how to proceed.

Young people want to communicate with others that are different from themselves, but segregation limits them. They want to increase dialogue and address discrimination, but segregation makes it difficult for them to collaborate across the boundaries that separate them. Their teachers themselves grew up in segregation, and usually lack experience in knowing how to facilitate the process.

Working in small groups, prepare a 3-page proposal for a project enabling young people to increase dialogue, address discrimination, and create change in metropolitan Detroit. Due....
Assignment 3: (for Facilitators only)

Prepare a paper in which you reflect upon your experience in the summer program --- including your motivations, hopes, and fears at the beginning of the program; what you learned from your work during the program; and how you will use what you have learned in your personal, professional, and civic lives as a result of the program.