

CLASS TIME: Tuesdays 2-5 p.m.

CLASS LOCATION: Sanchez Building (SZB), Room 352A

INSTRUCTORS

Elizabeth G. Medina, Ph.D., Assistant Dean of Students, Greek Life and Intercultural Education
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The Office of the Dean of Students
Greek Life and Intercultural Education
Student Services Building (SSB), Suite 4.400
Office Hours: By appointment

COURSE DESCRIPTION

This course is designed to provide foundational skills and knowledge needed to facilitate multicultural group interactions, particularly intergroup dialogues. The topics of this course include social identity development; prejudice and stereotyping and their effects on groups; difference and dominance and the nature of social oppression; basic group facilitation skills and their applications in multicultural settings. Students will explore social identities that are defined by gender, race, ethnicity, religion, sexual orientation, socioeconomic status, physical ability and age. We will address these and other topical areas through readings, videos, facilitated in-class dialogues, activities, simulations, role-plays, and reflective journal and writing assignments.

COURSE OBJECTIVE

This course is designed to educate students about social justice and prepare students to facilitate intergroup dialogue. Specifically, as a student in this course, you will have the opportunity to:

1. Develop an increased awareness of yourself as an individual and as a member of multiple social identity groups
2. Learn more about your own and others' cultures, histories, and experiences
3. Explore commonalities and differences across cultural boundaries
4. Identify actions that contribute toward social justice within communities
5. Develop effective facilitation skills, including communication, conflict exploration, and ally-building skills

TEXTS

1. **Privilege, Power and Difference.** Johnson, Allan G. (2006, 2nd Edition). Mountain View, CA: Mayfield Publishing Company. (Available at the University Co-Op)
2. **Readings for Diversity and Social Justice.** Adams, Blumenfeld, Castañeda, Hackman, Peters, & Zúñiga. (2010, 2nd Edition). New York, NY: Routledge. (Available at the University Co-Op)
3. **Training Processes in Intergroup Dialogue Course Packet** Available at Speedway Copy in Dobie Mall (512) 478-3334

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TRAINING PROCESSES IN INTERGROUP DIALOGUE
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GRADING

| | |
|--|-------------|
| Attendance and Participation | 15% |
| Learning Journals | 12% |
| Topical Worksheets | 12% |
| Community Learning Observation and Paper | 15% |
| In-Class Co-Facilitation | 20% |
| Final Paper | 26% |
| <hr/> | |
| Total Percentage Possible | 100% |

GRADE SCALE

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|--------------|--------------|--------------|--------------|--------------------|
| (A) = 100-95 | (B+) = 89-87 | (C+) = 79-77 | (D+) = 69-67 | (F) = 59 and lower |
| (A-) = 94-90 | (B) = 86-84 | (C) = 76-74 | (D) = 66-64 | |
| | (B-) = 83-80 | (C-) = 73-70 | (D-) = 63-60 | |

1. ATTENDANCE AND PARTICIPATION

Attendance and participation are critical to this class. All students are expected to join in the educational mission of the class as both teachers and learners. Two absences from class will drop your final grade by one letter. Three absences or more will result in a failing grade (unless there is a justifiable and documented reason). Significant and consistent late arrival or early departure from class will impact your participation grade. Should an emergency arise (illness, accident, etc.) that prevents you from attending a class session, it is your responsibility to contact the instructors before class. Participation is also extremely important for this class and you will be graded each week not just on your attendance but also on your involvement in class activities and discussions.

NOTE: Persons who have religious or cultural observations that conflict with class sessions should notify the instructors via email by the 2nd class day, so we can make sure that you will not be penalized for missing class. We strongly encourage you to honor your cultural and religious holidays. However, if we do not hear from you by the 2nd class day, we will assume that you plan to attend all class sessions, and full attendance will be required. Participants who notify us by the 2nd class day that they plan to be absent for religious or cultural reasons will have their attendance and participation points adjusted without penalty.

2. LEARNING JOURNALS

The Learning Journals are a log of your experiences and reactions to readings, exercises, films, interactions, and other course activities. They provide a forum for you to reflect on your experiences, to deepen the learning that comes from course activities, and to wrestle with multiple thoughts and feelings that arise from social justice education. The journals are opportunities for you to explore both your emotional and cognitive responses to the course. Journals should be 2-3 pages (double-spaced) in length using 12-point Times New Roman font with 1" margins (adjust from 1.25" margins) and submitted as Word documents. ***Journals are due by 1:30 p.m. on the day of class (submitted via email to your assigned instructor). When submitting your journal, please put your full name and the journal number as the file name (example – Smita Ruzicka-Journal4.doc) and include your name and journal number on the actual document itself.***

3. TOPICAL WORKSHEETS

Topical Worksheet questions pertaining to the following week's issues and readings are located on your syllabus. Each topical worksheet will provide two questions to guide your reading and connect this material to other class activities. Your responses to the topical worksheets should be answered completely, so there is no particular

minimum or limit to your responses, but again, do answer the questions thoroughly. All topical worksheets should be double-spaced using 12-point Times New Roman font with 1" margins (adjust from 1.25" margins) and submitted as Word documents. When responding to the questions please be sure to provide examples from your own experiences whenever relevant. ***Worksheets are also due by 1:30 p.m. on the day of class (submitted via email to your assigned instructor). When submitting your worksheets, please put your full name and the topical worksheet number as the document name (example – LaToya Hill-tw4.doc) and include your name and journal number on the actual document itself.***

4. COMMUNITY LEARNING OBSERVATION AND PAPER

The Community Learning Observation is a way to learn first-hand rather than out of books about communities other than your own. You will be required to attend one educational community event that focuses on at least one social identity group that will be discussed in class. Announcements about some community events will be made in class; however, you may attend events other than those announced in class. Each student will write a reflection paper about the event. Please provide a description of the event (name of event, date, time, location, and the group hosting the event) and your reaction to the event. The reflection paper will be 3-5 pages (double-spaced) in length using 12-point Times New Roman font with 1" margins (adjust from 1.25" margins) and submitted as a Word document. For more detailed information about this assignment please refer to the guidelines provided later in the syllabus. ***These reflection papers are due by 1:30 p.m. on Tuesday, March 1, 2011 (submitted via email to your assigned instructor).***

5. IN-CLASS CO-FACILITATION

The co-facilitation will give you and a partner an opportunity to practice your facilitation skills with your peers. The instructors will assign students in their respective co-facilitation pairs earlier in the semester. You and your co-facilitator will lead an in-class facilitation and you will receive feedback from both your classmates and your instructors. This is a joint project and grades will be assigned based on the performance of the group as a whole and not based on individual members. For more detailed information about this assignment please refer to the guidelines provided later in the syllabus.

6. FINAL PAPER

The final paper will be an opportunity to integrate learning from all aspects of the course. The final paper will be 8-10 pages (double-spaced) in length using 12-point Times New Roman font with 1" margins (adjust from 1.25" margins) and submitted as a Word document. For more detailed information about this assignment please refer to the guidelines provided later in the syllabus. ***This assignment will be due by 5:00 p.m. on the last day of classes for the semester (submitted via email to your assigned instructor).***

UNIVERSITY POLICIES ON STUDENTS WITH DISABILITIES

Students with documented disabilities who require academic accommodations should contact Services for Students with Disabilities (SSD) at 512-471-6259 (Voice), 512-471-4641 (TTY) or 1-866-329-3986 (Video Phone). This should be done as soon as possible to request an official letter outlining any authorized accommodations to be presented to the course instructors so that the appropriate accommodations can be provided.

UNIVERSITY POLICIES ON SCHOLASTIC DISHONESTY

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of course failure and/or institutional dismissal. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services (SJS) web site at <http://deanofstudents.utexas.edu/sjs/>

UNIVERSITY POLICIES ON SEXUAL HARASSMENT

It is the policy of the University of Texas at Austin to provide an educational and working environment for its students that is free from sex discrimination and sexual harassment. In accordance with federal and state law, the University prohibits discrimination on the basis of sex, including sexual harassment. Sex discrimination and sexual harassment will not be tolerated, and individuals who engage in such conduct will be subject to disciplinary action. The University encourages students to promptly report sex discrimination and sexual harassment.

ELECTRONIC DEVICE USE

All communications devices are to be off during class, no cell phones, blackberries or laptops. If you anticipate a situation that would require you to use one of these devices, please contact the instructor prior to the beginning of class so appropriate arrangements may be made.

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CLASS SCHEDULE

Each date below outlines the specific topic to be covered, the topical worksheet questions and other assignments as well as the assigned readings due on that day. **Please note that this syllabus is subject to change.**

| Date | Topical Worksheet Questions & Assignments | Readings | Assignments Due |
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| January 18 Session 1: Welcome & Introductions Review Syllabus Community Learning Guidelines | <ul style="list-style-type: none"> N/A | Purchase books at the Co-op and the course packet at Speedway Copy. | None |
| January 25 Session 2: Conceptual Foundations in Social Justice Education | <ul style="list-style-type: none"> Please share your reaction to the initial chapters of the book <i>Privilege, Power and Difference</i>. Provide specific examples and concepts from the reading that were especially significant for you. Describe in your own words, three key points that distinguish dialogue from debate. | <p><i>Privilege, Power and Difference (PPD)</i>: chapters 1–4</p> <p><i>Readings for Diversity and Social Justice (Readings Book)</i> The Complexity of Identity/ Identities and Social Locations/ Conceptual Foundations <i>Course Packet</i></p> <p>Section on Conceptual Foundations: Theoretical Foundations for Social Justice Education/ A Comparison of Dialogue and Debate</p> | <ul style="list-style-type: none"> Culture Chest Activity Personal and Social Identity Wheels Assigned Readings Journal # 1 Topical Worksheet (TW) # 1 |
| February 1 Session 3: Historical Overview of Social Justice Education | <ul style="list-style-type: none"> In <i>Privilege, Power and Difference</i>, what does Johnson mean by the concept of “path of least resistance?” What are the implications for individuals and society as a whole if people collectively employ this concept? Please provide examples from your own experiences of choosing the “path of least resistance.” Please give a summary of the cycle of socialization and its importance in understanding of social justice education. | <p>PPD: chapters 5-8</p> <p>Readings Book: The Cycle of Socialization</p> <p>Section on Historical Foundations: Sounds and Silences of Language/ Contemporary Institutionalized Oppression/ Appendix 13J, 8C, 10E, 6C, 14C, 11E</p> | <ul style="list-style-type: none"> Assigned Readings Journal # 2 TW # 2 |
| February 8 Session 4: Classism | <ul style="list-style-type: none"> Discuss how family wealth or lack thereof results in unearned advantages to some individuals and disadvantages to others. Explain in your own words what is the difference between individual classism and institutional classism. | <p>PPD: Chapter 9</p> <p>Readings Book: Classism Introduction/ Class in America/ The Dangerous Consequences of Growing Inequality/ Classism from our Mouths</p> <p>Section on Classism: Appendices 13C, 13D, 13E, 13H, 13G/ Wealth Privilege/ Media Magic</p> | <ul style="list-style-type: none"> Bring Spending Log Assigned Readings Journal # 3 TW # 3 |
| February 15 Session 5: Sexism | <ul style="list-style-type: none"> Please watch the following clips and describe your initial thoughts and reactions. Additionally, please reflect on how these clips are connected to the readings on gender and sexism “Dove Onslaught” (YouTube) http://www.youtube.com/watch?v=epOg1nWJ4T8 “Dove Evolution” (YouTube) http://www.youtube.com/watch?v=hibyAJOSW8U&feature=related It has been asserted by some that beauty is a symbol of oppression towards women but may also be a source of power. Give an example of both perspectives and briefly discuss your personal thoughts about the topic. | <p>Readings Book: Sexism Introduction/ Feminism: A Movement to End Sexist Oppression</p> <p>Section on Sexism: The Glass Escalator/ Don’t Ask Don’t Tell/ Fresh Lipstick/ Too Many Women in College?</p> | <ul style="list-style-type: none"> Assigned Readings Journal # 4 TW # 4 |
| February 22 Session 6: Heterosexism Co-Facilitator Pair | <ul style="list-style-type: none"> Based on the readings and your own experiences, what is your understanding of heterosexism and homophobia? Please provide examples of each. How are individuals who identify as bisexuals oppressed and | <p>Readings Book: Heterosexism Introduction/How homophobia hurts everyone/ Biphobia/ Privilege/ Taking the Gay Insults Personally</p> | <ul style="list-style-type: none"> Assigned Readings Journal # 5 TW # 5 |

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| Assignments Provided by Instructors | discriminated against both by straight communities and Lesbian/Gay communities? Provide examples of how biphobia manifests itself within straight, lesbian and gay communities. | Section on Heterosexism: LGBT Vocabulary 101/ From Outsider to Citizen/ Five Basic Ways to Be Supportive of Someone Who's Coming out as Bisexual/ Appendix 9G/ Suggestions for combating heterosexism | |
| March 1 Session 7: Transgender Oppression | <ul style="list-style-type: none"> A transgender person is moving to a new city in a different state, and needs to find a place to live, get their utilities turned on, register to vote, and transfer their driver's license. How might transgender oppression play out in this situation? How would this situation be impacted by additional intersecting identities such as class, race, assigned sex, age, religious background, disability, sexuality, etc.? What are some of the medical and legal concerns of the transgender community? | Section on Transgender Oppression: The Transgender Spectrum/ Trans Terminology/ Appendix 10A, 10J/ We are all Works in Progress/ Which Outlaws?/ The Chronicle/ Gender Identity Myths and Facts/ Frequently Asked Questions About Transgender/ Gender Privilege/ How Might the Needs of Transgender People Differ/ The Legal and Political Rights of Transgender People | <ul style="list-style-type: none"> Community Learning Observation Paper Due Assigned Readings Journal # 6 TW # 6 |
| March 8 Session 8: Racism | <ul style="list-style-type: none"> Some of the readings for this week described the concept of colorblind racism. Explain your understanding of this concept. Do you agree or disagree with the argument about the prevalence of racism today in the form of colorblind racism? Explain why you may agree or disagree with the central arguments made in these readings. How much progress do you believe has been made with regards to racial justice? Is racism less prevalent in today's society than it was ten years ago? Provide specific examples, which substantiate your stance. | Readings Book: Racism Introduction/Symbolic Racism, History, and Reality Section on Racism: Appendices 6B, 6E/ Beyond Black/White: The racism of our times/ Race and Ethnic Relations/ White Privilege: Unpacking the Invisible Knapsack/ Internalized Racism: One more Piece of the Puzzle/ Racism Without "Racists"/ Color-Blinded America or How the Media and Politics Have Made Racism | <ul style="list-style-type: none"> Assigned Readings Journal # 7 TW # 7 |
| March 15 Spring Break | NO JOURNALS OR TOPICAL WORKSHEETS DUE | NO READINGS DUE | No Assignments due |
| March 22 Session 9: Ableism | <ul style="list-style-type: none"> As you read the history of the disability movement, what were some new things that you learned about? What were some of the most surprising or significant events for you? How are we socialized to think about people with disabilities? Give specific examples of stereotypes, misinformation and perceptions you have learned throughout your life about people with disabilities. | Readings Book: Ableism Introduction/ The Social Construction of Disability/ Struggle For Freedom/ The LD Bubble Section on Ableism: Appendices 14B, 14H, 14D / Did you know? A Fact Sheet on Psychological Disabilities | <ul style="list-style-type: none"> Submit Co-Facilitation Topic to Instructors Assigned Readings Journal # 8 TW # 8 |
| March 29 Session 10: Religious Oppression | <ul style="list-style-type: none"> Please provide two thought provoking, discussion questions that you have about the topic of religious privilege and oppression. Explain the concept of "Christianizing" religions and holidays. | Readings Book: Religious Oppression Introduction/Religious Oppression of Indian Americans in the Contemporary United States/ Native American Religious Liberty/ Creating Identity-Safe Spaces on College Campuses for Muslim Students Section on Religious Oppression: Appendices 11L/ Christian Privileges in American Society/The Banality of Oppression in Palestine/ "Because I Had a Turban"/ Hate in the News Alabama and Massachusetts/ Hate in the News Michigan and Wisconsin | <ul style="list-style-type: none"> Assigned Readings Journal # 9 TW # 9 |

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| April 5 Session 11: Ageism and Adulthood | <ul style="list-style-type: none"> Please describe your own understanding of and thoughts about adulthood. In what ways have you observed or experienced it in your own life? How would you describe the difference between ageism and adulthood? Please provide examples for each. | Readings Book: Ageism and Adulthood Introduction/ Understanding Adulthood/ "Look Out Kid, It's Something You Did/ Ageism Another Form of Bigotry Section on Ageism & Adulthood: Oppression of Children and Young People/ Appendix 15V | <ul style="list-style-type: none"> Assigned Readings Journal # 10 TW # 10 |
| April 12 Session 12: Facilitation Skills Overview Allies and Action | <ul style="list-style-type: none"> As you approach your co-facilitation assignment, please share your own thoughts about the following: Are there any particular fears or concerns you have about co-facilitating a discussion with your peers? Think about a particular person or group of people in your life that you would be interested in having an intergroup dialogue with. Who would this person or group be? What particular topics or concepts would you want to have a dialogue about and why? How might you approach this person or group to engage them in a dialogue? What would you hope to accomplish as a result of having this dialogue? | Section on Facilitation Skills: Facilitation Resource Guide/ Multicultural Ground Rules for Dialogue/ Guidelines for Dialogue/ Responding to Triggers/ Common Examples of Facilitators' Triggering Events/ Co-Facilitation Tips/ Facilitation Issues/ Group Facilitation/ Dialogue Facilitator Skills/ Anatomy of a Dialogue/ Key Concepts of Interactive Communication | <ul style="list-style-type: none"> Assigned Readings Journal # 11 TW # 11 |
| April 19 Session 13: Allies and Action (contd.) Co-Facilitations | <ul style="list-style-type: none"> Describe the process of community building in your own words. Why is it important to build community? How do we build community? Give examples. What does it mean to be an ally? How does being an ally contribute to positive social change? | Readings Book: The Cycle of Liberation/ Developing a Liberatory Consciousness/ Allies/ Interrupting the Cycle of Oppression/ Top 10 Youth Activism Victories in 2007 Section on Allies & Action: Appendix 6G/ Aspiring Social Justice Ally Identity Development | <ul style="list-style-type: none"> Assigned Readings Journal # 12 TW # 12 |
| April 26 Session 14: Co-Facilitations | <ul style="list-style-type: none"> No journals or topical worksheets due today | No readings due today | None |
| May 3 Session 15 Co-Facilitations Review of the Semester Course Evaluations | <ul style="list-style-type: none"> No journals or topical worksheets due today | No readings due today | None |

GUIDELINES FOR COMMUNITY LEARNING OBSERVATION AND PAPER (15%)

Due: Tuesday, March 1, 2011 at 1:30 p.m.

Delivery: Submit via email to your assigned instructor

Format: Word document, 12 pt Times New Roman font, and Double-Spaced with 1" margins (adjust from 1.25" margins)

The Community Learning Observation and Paper is an opportunity for you to attend an educational community event of a social identity group that you may not be familiar with in order to gain a deeper understanding of that community and reflect on the experience. During the semester, there are a variety of activities, trainings, and panels that you may attend for this assignment. We encourage you to start exploring your options early in the semester. Please do not wait until the week of the assignment due date. You are also welcome to attend more than one community event, however, you are only required to attend and write about one.

After attending the event, you will be asked to write a 3-5 page paper reflecting on your experience of attending this event. In this paper, you will be asked to address the following issues along with any others you may choose to write about.

- Details of the event including name, date, time, and location of the event
- The community or social identity group that hosted the event or that was the focus of the event
- Details about the event speaker(s) or presenter(s) (if relevant)
- Description of the format of the event
- Your personal reflection on attending this event including significant learning moments and new information acquired
- How this event connects to class readings and discussions

Please make sure that your paper has cohesion and organization as you reflect on your experience. Please take this assignment seriously and proofread for errors, punctuation, etc.

Your paper will be graded on the following criteria:

- Format, grammar and language: Please make sure to follow the formatting guidelines for the paper and ensure that you meet the minimum page limit requirement. Please make sure that the content of your paper is well organized, grammatically sound, and has clear and concise use of language.
- Following the paper guidelines and prompts: Please make sure that you address all of the issues for this assignment as outlined above.

GUIDELINES FOR IN-CLASS CO-FACILITATION (20%)

This facilitation project will provide you and your partner an opportunity to practice your facilitation skills with your peers. Facilitation pairs will be assigned by the instructors. Your team's presentation should be scheduled to last 45 minutes. The topic should be a social justice issue related to the topics discussed in class. You will provide the instructors with your topics for approval by **March 22, 2011**. You can allocate the time for your presentation in a manner that best suits your needs, but we encourage you to allow plenty of time for questions and answers.

On the day of your co-facilitation, please submit an agenda for your co-facilitation and a list of the resources you utilized electronically to the instructors by **1:30 p.m.**

The project will be evaluated on a 20-point scale with equal points being allocated to each area of evaluation. Please remember that this is a joint project and you will be assigned a grade as a group and not as an individual. This exercise is 20% of your total class grade. The criterion for the presentation include the following:

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| • Content | 4 pts. |
| • Overall understanding of material | 4 pts. |
| • Teamwork and equal participation | 4 pts. |
| • Engaging the class | 4 pts. |
| • Presentation style | 4 pts. |

You will receive two evaluations for this project: one from your instructors and the other from your peers. The feedback from your peers will be returned to you immediately after the class and it will not have an impact on your grade.

We encourage you to start working with your co-facilitator as soon as possible in order to have a successful presentation.

GUIDELINES FOR FINAL PAPER (26%)

Due: Friday, May 6th, 2011 no later than 5:00 p.m.

Delivery: Submit via email to your assigned instructor

Format: Word document, 12 pt Times New Roman font, and Double-Spaced with 1" margins (adjust from 1.25" margins)

Write an 8-10 page (double- spaced) personal assessment paper. The goal of the assignment is to critically assess your own learning, specifically about diversity and social justice education, during this semester. This is a self-reflective paper and the expectation is that you thoroughly examine your thoughts, ideas, learning, experiences, and competencies in intergroup relations, facilitation, and issues of social justice. You must address three different assigned readings from this class and talk about three in-class experiences as a part of your assessment paper. In addition, we encourage you to incorporate outside readings when relevant, however this is not a requirement for this paper.

You should write about your strengths as well as your challenges and areas of further growth. You will not be graded on how well you think you've done or the kinds of competencies you have, rather, on your ability to honestly self-reflect about your own learning. You are encouraged to address but are not limited to such issues as:

- Your willingness to move beyond your comfort zones and to take learning risks
- The time and energy you put into the course and getting to know your peers in the class
- The degree to which you took responsibility to stretch your comfort zone and learning edge
- The amount of reading you engaged in (assigned and outside of regular assigned readings)
- The degree to which you took responsibility for others' learning
- Your openness to and solicitation of feedback
- The importance of intergroup relations within the realm of social justice education
- Your growth and level of comfort in your ability to facilitate dialogue among your peers
- Your use and/or development of active listening skills
- The areas of social justice that you still feel you need to work on / learn about
- Your strengths and weaknesses

Please make sure that your paper has cohesion and organization as you reflect on the course and your experiences. Please take this assignment seriously. Make sure to proofread for errors, punctuation, etc. Your paper will be graded on the following criteria:

- Format, grammar and language: Please make sure to follow the formatting guidelines of the paper and ensure that you meet the minimum requirement for the page limit. Please make sure that the content of your paper is well organized, grammatically sound, and has clear and concise use of language.
- Following the paper guidelines and prompts: Please make sure that you address all the requirements and guidelines for this assignment that are outlined above.
- Overall understanding and integration of course materials: Please ensure that you exhibit your understanding and application of concepts learned during this course to your personal experiences and contexts.

Feel free to contact any of your instructors for assistance with this assignment - we are here to help you!