

EDUCATIONAL PSYCHOLOGY 210 - #10107
INTERGROUP DIALOGUE - RACE & RACISM
SPRING 2012

CLASS TIME: Wednesdays 3-5 p.m.

LOCATION: UTC 3.120

INSTRUCTOR: Dr. Smita Ruzicka 471-9700 s.ruzicka@austin.utexas.edu

FACILITATORS: Stacie Ginigeme stacie_ginigeme@yahoo.com
Zulema Nevarez zulema.nevarez@utexas.edu

OFFICE HOURS: By appointment

COURSE DESCRIPTION

In a multicultural society, discussion about issues of conflict and community are needed to facilitate understanding between social/cultural groups. During this course, students will participate in a semester long dialogue about race and racism. Student facilitators will engage their peers around topics of race through discussions of relevant reading material, experiential activities, and course assignments.* Students will also discuss relevant reading material and will explore their own and the other group members' experiences in various social and institutional contexts. Participants will examine narratives and historical, psychological, and sociological materials that address each group's experience within the context of U.S. society. Students will participate in exercises that will be debriefed in class and in learning journals. Students will learn about pertinent issues facing the participating groups on campus and in society. The goal is to create a setting in which students engage in open and constructive dialogue, learning, and exploration concerning issues of intergroup relations, conflict, and community.

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

*The student facilitators for this class have completed the training processes in intergroup dialogue course. In addition, the student facilitators will receive supervision from the instructor listed above.

TEXTS

Intergroup Dialogue Course Packet – Race (Unique #10107): Dr. Smita Ruzicka
Available at Speedway Copying, Printing & More (512) 478-3334

GRADES/REQUIREMENTS

This is a two-credit, letter-graded course. To receive credit, students must meet the following requirements:

1) Attendance/Participation	28%
2) Weekly Journal Entries	32%
3) Co-Facilitation	20%
4) Final Paper	20%

TOTAL PERCENTAGE 100%

NOTE: Percentages reflect a portion of the total grade.

GRADE SCALE

(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/PARTICIPATION (28%)

Because this course attracts students who are strongly interested in this experience, we anticipate that most, hopefully all, students will receive full credit for attendance and participation (including completion of weekly readings). Since much of the learning takes place during the two-hour sessions, this aspect is a vital component of the dialogue process. Should a problem arise, facilitators will refer concerns regarding student attendance or participation to the instructors of the course. Should an emergency arise that prevents attendance at a specific session (illness, accidents, etc.), it is the responsibility of the student to contact the facilitators. In this instance, you will be asked to complete appropriate make-up material. Given the nature of this course, absences will strongly affect grades. You are allowed one excused absence (*sick with a doctor's excuse*, a conference with proof of registration, etc.). After two absences you drop one letter grade. After three or more absences, you will get an "F" in the course. Significantly late arrival or early departure from class will also count as an absence.

NOTE: Persons who have religious or cultural observations that conflict with dialogue meetings should let their facilitators know by 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 dialogue sessions, and full attendance will be required. Each week, participants will be assigned attendance-participation points by their facilitators (2=present with meaningful participation, 1=present but with less meaningful participation, 0=absent or inattentive involvement). Attendance and participation points will count toward your grade in the following manner: there are 28 possible points earned through out the semester - 2 points per 14 semester sessions. Participants who notify us by the 2nd class day that they plan to be absent for religious or cultural reasons will have their points adjusted without penalty.

2. WEEKLY JOURNAL ENTRIES (32%)

You will also be required to turn in a 2 page, typed, double-spaced journal entry each week to your facilitators. Journals will be due by 12:00 p.m. via e-mail on Wednesdays prior to class. Every journal should be typed, double-spaced, 12-point font, with 1 inch margins all around; no exceptions. In these journals, we ask that you reflect on the readings for the week, address written questions from your facilitators that are provided in the syllabus under the course schedule section, and give your reactions to the dialogue sessions. Because each journal will be essential preparation for each session, no journals will be accepted late (except for persons who notify us by the 2nd class day of cultural/religious conflicts). Your facilitators will respond to your journals with written comments, questions, and suggestions. Each journal will be assigned a total of 4 points by your facilitator (4=complete to 0=missing). There are 32 possible points earned through out the semester - 4 points per each of the 8 journals.

3. CO-FACILITATION (20%)

All students will be assigned to pairs mid-semester in which you will work together to select an issue for co-facilitation. Although you may be able to do some planning during some class sessions, we expect you to schedule meetings outside of class to plan or carry out your effort. It is recommended, therefore, that you identify a block of time and a location to meet outside of class. As part of this process, you are expected to keep notes on your progress. More details will be provided later in class.

4. FINAL PAPER (20%)

There will be an 8-10 page, typed final paper due in class on **Wednesday, May 2nd at 3:00 p.m. in class**. Please provide two hard copies to your facilitators. The paper will be self reflective, analyzing your learning and experiences in the dialogue and will incorporate references to assigned readings. Details regarding the paper follow in this syllabus. No late papers will be accepted.

UNIVERSITY POLICIES ON STUDENTS WITH DISABILITIES

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

UNIVERSITY POLICIES ON SCHOLASTIC DISHONESTY

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties. Since dishonesty harms to 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 web site at <http://deanofstudents.utexas.edu/sjs/>.

SEXUAL HARASSMENT

It is the policy of the University of Texas at Austin to provide an educational and working environment for its students, faculty, and staff that are 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, faculty, staff, and visitors to promptly report sex discrimination and sexual harassment.

EDUCATIONAL PSYCHOLOGY 210 - #10107
INTERGROUP DIALOGUE - RACE & RACISM
SPRING 2012

CLASS SCHEDULE AND WHEN ASSIGNMENTS ARE DUE!

Each date in the grid below explains what topic we will cover on what day and what reading assignments you are to have read completely by that date, as well as which topical worksheets to have completed (which coincide with the assigned readings for each week).

Date	Assignments	Readings
January 18 Session 1: Orientation: Introducing and Creating an Environment for Dialogue	Review syllabus Purchase course packet	None
January 25 Session 2: Setting a Climate for Dialogue: Normalizing Voicing One's Own Feelings and Perspectives, and Conflict	Journal entry: Write a thoughtful 2-3 page journal that explores some of your hopes and concerns about participating in a race and racism dialogue. Specifically, reflect on the four questions below and draw on the assigned readings as you craft your responses. Be sure to draw on the readings as you consider your responses: <ul style="list-style-type: none"> Tell us about what interested you about this particular intergroup dialogue. What are your primary hopes and concerns about a race and racism dialogue? (You might consider some of the more general issues about communication, such as comfort with speaking, trusting others, dominating conversations; as well as issues specifically related to dialoguing about race and racism). What have been your previous experiences in talking about race issues with others? How did it make you feel? Why do you think you felt that way? As you may have sensed now, a lot of learning in intergroup dialogues comes through talking about our own and listening to others' personal experiences, feelings, and perspectives. What is your level of comfort in sharing personally in groups like our dialogue? What areas would you like to see yourself grow in such a learning experience? What about the group, other members and yourself will allow you to participate effectively in the intergroup dialogue? In other words, what will best facilitate your ability to share your thoughts and experiences and to "listen" to the thoughts of others you may find inspiring, challenging or unsettling? 	<ul style="list-style-type: none"> Bidol, P. (1986). Interactive Communication. Berman, S. (1993). A Comparison of Dialogue and Debate. McCormick, D.W. (1999). Listening with Empathy Weiler, J. (1994). Finding a Shared Meaning: Interview with Linda Tuerfs. Ford, CW (2000). Develop cross-cultural communication skills.
February 1 Session 3: Group Building and Exploring the Centrality and Complexity of Identity	<p>This journal assignment involves two steps.</p> <p>(1) The first step is to fill out the two Identity Wheels provided by the facilitators.</p> <p>(2) Write your journal assignment responding to the following:</p> <p>In reflecting on the last session, How do you feel about the Group Guidelines discussed in class? Are there any guidelines that you may see as being particularly new or difficult for you? How so, and how can the facilitators/group support you?</p> <p>Looking ahead to the next session: We are going to be thinking and talking about identities. In preparation, introduce yourself by answering Tatum's question, "Who am I?" using at least two aspects from your personal identity wheel and two aspects of your social identity to introduce yourself. Be sure to focus on the social group categories and themes discussed in the readings as you address the following questions:</p> <ul style="list-style-type: none"> As you read the articles for this week, what struck you the most? What spoke to you and what did not speak to you in how you identify yourself? How do you think your social group memberships have influenced how you see yourself? And how others see you and treat you on campus? <p>In preparation for the next session:</p> <ul style="list-style-type: none"> Facilitators will model their testimonies. Testimonials are a way 	<ul style="list-style-type: none"> Enrico, D. (1995). Bridges: How I Learned I Wasn't Caucasian. Grover, B. (1997). Growing up White in America? Rodriguez, R. (1991). Complexion. Wong, N. (1995). When I was Growing Up. Tatum, B. D. (2003). The Complexity of Identity: "Who Am I?" Schnur, Blazes of Truth

EDUCATIONAL PSYCHOLOGY 210 - #10107
INTERGROUP DIALOGUE - RACE & RACISM
SPRING 2012

	<p>of conveying our own stories, in our own words. You read a number of testimonials in the readings for the previous session. In the next session, we all will be sharing our own testimonials in class. We would like you to write your story in preparation for the next session. Be sure to incorporate the readings as you address the following questions:</p> <ul style="list-style-type: none"> Tell us about your understanding of yourself as a person of your racial/ethnic background. What have you experienced regarding your racial/ethnic identity? How does this affect the person you are today? What are some feelings or emotions that come up as you think about how and what influenced your racial/ethnic identity over time? <p>Pick one other social identity (other than your racial/ethnic identity) that is also important to the way you think about yourself. For example, it could be your gender, class, sexual orientation, religion and so on. What is this identity and how does that affect the person you are today? What are some feelings or emotions that come up as you think about how and what influenced understanding this identity over time?</p>	
<p>February 8 Session 4: Sharing Stories, Noticing Commonalities and Differences in Experiences</p>	<p>Reflective Journal: Write a 2-3 page journal reflecting on the last intergroup dialogue session and thinking ahead to the next session. In reflecting on the last session:</p> <ul style="list-style-type: none"> How is it for you to see yourself through <i>both</i> a personal and social identity perspective? Were you struck or surprised by anything in your own wheels? How was it for you to share your wheels and listen to others? What were some similarities you were able to draw with others? What were some differences? How does belonging to your social categories influence/shape your behavior toward others – those who “share your” group memberships as well as those who do not? How do you feel about your sense of comfort and trust in the group? 	<ul style="list-style-type: none"> Collier, E.M. (1994). Arab-Americans: Living with Pride and Prejudice. Tan, C. I. (1994). Thinking about Asian Oppression and Liberation. Madrid, A. (2004). Missing People and Others: Joining Together to Expand the Circle. Levin, J. (1994). White Like Me. Raybon, P. (1996). My First White Friend: Confessions on Race, Love, and Forgiveness. Alvarez, C. (1993). El Hilo Que Nos Une/The Thread that Binds Us: Becoming a Puerto Rican Woman. Staples, B. (1997). Just Walk on By: A Black Man Ponders his Ability to Alter Public Space.
<p>February 15 Session 5: Issues Race & Racism</p>	<p>Assignment: A one-page typed proposal from your group is due focusing on both the development of your co-facilitation and how you are working as a team.</p> <p>Write a 2-3 page journal that addresses the following questions. In reflecting on the last intergroup dialogue session:</p> <ul style="list-style-type: none"> How did you feel about sharing your story and listening to others’ stories/testimonials? What stories were most striking to you or affected you emotionally the most? What stories were you able to connect with easily? What stories were you not able to connect with easily? What are some similarities and differences that emerged among the many stories? How has your understanding of your own story changed or not changed after sharing and listening to others’ stories? <p>In looking ahead to the next session:</p> <ul style="list-style-type: none"> Re-read the testimonial you had written in conjunction with the article, <i>Cycle of Socialization</i> by Harro. What have been key influences in your own socialization as a racial/ethnic being? What are some critical incidents or influences that have affected your story? Define, in your own words, what the terms privilege and oppression mean to you. Draw on Johnson or Tatum for this 	<ul style="list-style-type: none"> Harro, B. (2000). The Cycle of Socialization. Tanno, D. (2004). Names, Narratives, and the Evolution of Ethnic Identity. Kivel, P. (2002). Costs of Racism to White People. Fletcher, B. (1999). Internalized Oppression: The Enemy Within. Gioseffi, Beyond Stereotyping Thompson, Can White Men Understand Oppression? Tatum, B. (1997). Defining Racism: Can We Talk?

EDUCATIONAL PSYCHOLOGY 210 - #10107
INTERGROUP DIALOGUE - RACE & RACISM
SPRING 2012

	<p>portion of the journal. Consider how your socialization as a member of your racial group may relate to your analysis of power and privilege. How have you been socialized to think about systems of privilege and oppression? Or, how have you been socialized not to think about them?</p> <ul style="list-style-type: none"> • Be sure to draw on 2-3 readings to discuss specific links between your socialization and power as a member of your racial group. • Be prepared to share as much of this assignment as you are comfortable doing next week. 	
February 22 Session 6: Issues of Race & Racism Continued	<p>Select at least one question from each of the bullet points below to address fully in your 2-3 page journal. Be sure to select insights from at least two of the readings from this lesson that help illuminate your experience of the caucus group.</p> <ul style="list-style-type: none"> • How has the class discussion influenced or changed the way you think about your own identity group and other identity groups? • While you were listening to experiences of others in the group, what was one thing they said that stayed with you and made you think more about racism? How have you personally and members of your identity group been affected by racism at the interpersonal and institutional level (e.g., family, schools, neighborhood, workplace, college campus, media, legal system, etc.)? • How do you think you are hurting from racism or benefiting from white privilege? In what ways do you see yourself maintaining the system of racism? In what ways are you resisting the system of racism? • How have your conversations in class affected your understanding of the need for undoing the impact of racism or challenging racism? 	<ul style="list-style-type: none"> • Hitchcock, J. (2001). Colorblindness, Personified. • Williams, L. (2000). Chapter 2: Little Things in the School: Why all the Black Kids Sit Together. • Martínez, E. (1995). Beyond Black/ White: The Racisms of our Time. • Edgington, Amy. Beyond White guilt.
February 24 (Friday)	Email two suggestions for the hot topics dialogue and two related readings to the facilitators.	
February 29 Session 7: Understanding Systems of Oppression & Privilege	<p>Write a 2-3 page journal that addresses the following:</p> <ul style="list-style-type: none"> • How did it feel to share your experiences in the fishbowl/large group today? Why do you think you felt this way? • What are some of the differences and similarities you noted during the fishbowls between your identity group and people of the other identity group? How do you make meaning of these similarities/differences? • How have your conversations in the fishbowls deepened (or not) your understanding of racism and its impact on different groups? • How have your conversations in the fishbowls affected your understanding of the need for undoing the impact of racism or challenging racism? • How has your understanding of what it takes to have a meaningful and genuine dialogue about racism developed so far? Are there ways you would like to see the dialogue go deeper? 	<ul style="list-style-type: none"> • Pharr, S (1988) Common elements of oppression • Pincus, F. (2000). Discrimination Comes in Many Forms: Individual, Institutional, and Structural. • Johnson, A. (2001). We're in Trouble. • Collins, P.H. (2000). Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection. • Lorde, A. (1996). There is No Hierarchy of Oppression. • McIntosh, P. (1988). White Privilege: Unpacking the Invisible Knapsack. • Kivel, P. (2002). What is Whiteness?
March 7 Session 8: Interpersonal Level/ Institutional Level Hot Topic Dialogues	<p>Write a 2-3 page journal that addresses the following:</p> <ul style="list-style-type: none"> • Examine first your emotional response to the web of oppression. How did this activity make you feel? Why do you think it made you feel that way? • What was the most striking fact you learned during the Web of Oppression? • How did the Web of Oppression activity support or challenge your understanding of privilege and oppression, in particular as a member of your racial/ethnic identity group? Did you observe any patterns in class members' reactions to the Web, particularly with respect to their racial/ethnic identity groups? • How can we use our common and different experiences and awareness to resist or challenge the web of racism? What benefits and costs can you associate with resistance or dismantling the web? 	<ul style="list-style-type: none"> • Leas, Speed B. (1982). Surfacing Submerged Conflict • 2 facilitator selected readings from those provided by the class

EDUCATIONAL PSYCHOLOGY 210 - #10107
INTERGROUP DIALOGUE - RACE & RACISM
SPRING 2012

	<p>Write a 2-3 page journal reflecting on your experience of the last dialogue session. Do refer to the readings your group used in discussing the particular issues</p> <ul style="list-style-type: none"> • What moments were most rewarding for you during this week's dialogue, and what specific emotions did you feel? What moments were most difficult for you during this dialogue, and what specific emotions did you feel? Be as specific as you can, and share why you felt as you did. • How did the group engage with the topic? Did you notice any differences by race? How were feelings and emotions expressed? Does this expression of emotions and feelings, especially those related to conflicts or disagreements, help or hinder intergroup dialogue? • How did the dialogue about this particular topic affect or not affect your understanding of the topic? Did it expand your understanding, and how? If not, why? • Have you shared your thoughts about this topic with people outside of your intergroup dialogue? What have these discussions been like? What more would you like to know about this particular topic? • In our next session, we will have some time to discuss issues that have been remaining or go deeper into some issues. In just a few sentences, are there any issues (either topics or dynamics of our dialogue process thus far) you would like us to address in the open time for our next session? 	
March 14 (Spring Break)	Work on co-facilitations	None
March 21 Session 9: Envisioning Change and Action Planning	<p>This week's journal assignment differs a bit from past assignments: we ask you to compose a letter to yourself. Like writing your own testimonials earlier in the dialogue, this letter serves as a testimonial of your learning in intergroup dialogue and identifies some personal goals or hopes beyond dialogue. This is a letter to yourself and can be private if you wish. Of course, you will be welcome to share anything that you want from your letter with the class during our last dialogue session. Like the other journals, this letter (including both parts below) should also be about 2-3 pages in length.</p> <p>Since the letter is to you from you, we hope you will be creative and honest with it. There are two parts to the letter.</p> <ul style="list-style-type: none"> • <u>Part 1</u>: The first part is a personal reflection on your most important learning in the dialogues so far. We invite you to look back to where you were at the beginning of the intergroup dialogue and think about where you are now. What stands out for you? Describe 1-2 learning points or lessons from the intergroup dialogue that you do not want to forget. What made them important to you? What do you hope people have learned from or about you? You are welcome to use your previous journals to remind yourself of your important learning points. • <u>Part 2</u>: The second part, a look into the future, will be written in class in session 10, continuing from the first part. What are some ways in which you see yourself applying your learning to your life on campus and the larger community? What specific events, conversations, or relationships have inspired you to continue to work (or not) toward liberation? How would you like to sustain your learning? <p>Bring the letter and a self-addressed, stamped envelope to class on Session 10. After completing the letter in class, you will place it in the envelope. Your facilitators will collect all the letters, and mail them to you at the conclusion of the course.</p>	<ul style="list-style-type: none"> • Anzaldúa, G.E. (2000). Allies. • Sherover-Marcuse, R. (2000). Working Assumptions and Guidelines for Alliance Building. • Judit. (1987). Alliances. • Hopkins, W. (1999) I'm a Straight White Guy – So What's Diversity Got to Do with Me? • Piercy, M. (1980) The Low Road. • Ayvazian, A. (2004). Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change. • DeMott, B. (1996). Reflecting on Race.
March 28 Session 10: Alliance Building and	Alliance Building and Action Planning Discussion	<ul style="list-style-type: none"> • Harro, B. (2000). The Cycle of Liberation.

EDUCATIONAL PSYCHOLOGY 210 - #10107
INTERGROUP DIALOGUE - RACE & RACISM
SPRING 2012

Action Planning		<ul style="list-style-type: none"> • McClintock, M. (2000). How to Interrupt Oppressive Behavior. • Kivel, P. (2002). Democratic, Anti-Racism Multiculturalism. • Orloff, L.E. (1997). Is Racism Permanent? • Sethi, R.C. (2004). Smells like Racism.
April 4	Co-Facilitations No journal assignment	None
April 11	Co-Facilitations No journal assignment	None
April 28	Co-Facilitations No journal assignment	None
April 25	Co-Facilitations No journal assignment	None
May 2	Final papers are due in class by 3:00 p.m. Evaluations, processing and celebrating our learning	None

* This syllabus is subject to change

* Remember that there may be additional readings that the instructors will assign as topics are introduced and you will be responsible for any additional materials. Also note that reading assignments are subject to change but the instructors will give ample notice of those changes.

Guidelines for Co-Facilitation (20%)

This facilitation project will give you and your partner an opportunity to practice your facilitation skills with your peers. Your team's presentation should be scheduled to last 45 minutes. The topic should be a social justice issue related to race and racism, which will be selected by your team and approved by your instructors. 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. This exercise is 20% of your total class grade.

The project will be evaluated on a 20-point system with equal points being allocated to each area of evaluation. The criterion for the presentation include the following:

- | | |
|-------------------------------------|--------|
| • Content | 4 pts. |
| • Overall understanding of material | 4 pts. |
| • Team-work 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 (20%)

Objectives:

The purpose of this paper is for you to reflect on your experiences in the intergroup dialogue and integrate your learning from all aspects of the course, including the assigned readings, weekly journals, class activities, co-facilitation, and dialogue discussions.

Paper Requirements:

Length: The final paper should be 8-10 pages (double-spaced), using 12-point Times New Roman font and 1-inch margins all around.

Content: We ask you to address four themes in your paper:

- "You and the Group,"
- "Exploring Differences and Disagreements,"
- "Learning about Race and Racism," and
- "Moving Forward."

We will provide you with questions to guide and organize your reflections on these themes.

Inclusion of Readings: Please use readings to support, clarify, and contextualize your ideas. We want to see that you have not only read and understood assigned readings, but also thought about them in relation to your own experiences and learning in the intergroup dialogue. A strong paper will incorporate at least 6-8 readings of your choice from the assigned course readings. Papers that include fewer than six readings will be substantially penalized. Be sure to cite readings appropriately according to the format provided by your facilitators.

Grading Criteria:

Because students learn different things in different ways, there are no "right or wrong" answers to the guiding questions. Papers will be evaluated on content depth and quality – not on one's perspectives or opinions. Papers should include specific and detailed descriptions and explanations of one's thoughts, feelings and views on a topic; reflections on the origins and development of these thoughts, feelings, and views; and connections to specific course readings, exercises, and dialogues that helped shape your understanding of a topic and of your relationship to that topic. Points will be allocated for each of the four themes according to how well the responses include:

- Thoughtful and deep self-reflection
- Specific and detailed examples and descriptions
- Clear, coherent and well-organized writing
- Integration of readings (at least 6-8)

Guiding Questions:

Your paper should integrate your reflections on the questions into a comprehensive essay that reads coherently and smoothly rather than relying on a "question-answer" format. Each of the four themes is equally important, and hence, contributes an equal 20% to the final paper grade.

1. You and the Group (5%)

- a. What were your hopes and fears for this class? How were those hopes and fears met or not met in this group, and why?

- b. How would you describe the characteristics of your dialogue group to a friend who hasn't been a part of this class (e.g., quality of interactions, level of participation, sense of community, etc.)?
- c. How comfortable was the group sharing feelings, perspectives, and disagreements or asking difficult questions? Did that change over time? Give at least one example to illustrate your point.

2. Exploring Differences and Disagreements (5%)

Think about an episode of disagreement or difference that occurred in your dialogue group that was significant for you.

- a. Describe a significant disagreement or difference of perspectives that occurred in your dialogue group. What was the nature and topic of disagreement? What were the different viewpoints and feelings that emerged?
- b. What were your own views and feelings on the topic? How did you participate in this conversation? What choices did you make about how you wanted to participate in this conversation and why?
- c. What was the communication in the group before, during and after the disagreements? What role did individuals' social identities play in the dialogue at this point? How did this particular disagreement or difference affect the group?
- d. What did you learn about yourself in this disagreement that you will take with you in future interaction?

3. Learning about Race and Racism (5%)

- a. Describe your understanding of your own racial identity before you entered the class, and how you understand it now that the class has ended?
- b. What insights have you gained about the advantages and disadvantages available to you and others based on your social group membership(s)?
- c. What did you learn about how racial identity and racism impact relationships?
- d. Give an example of one critical incident in the dialogue that affected your learning about social identities?

4. Moving Forward (5%)

- a. What intergroup relations skills have you learned (e.g., communication with others, staying in dialogue when experiencing conflict with others, taking action with others, etc.)? What readings, activities, individual or group assignments or conversations contributed to this learning?
- b. How do you see yourself applying your learning to your life on campus and society at large? Describe a specific situation in which you hope to apply these skills and/or where you have already begun to apply these skills outside of class. How do you see yourself continuing your learning beyond this course?

Given the grading criteria stated above, an excellent paper includes:

- Integrative, coherent and well-organized writing;
- Specific examples and detailed descriptions of learning experiences that were important for you;
- Reflections on your thought processes while you went through the dialogue;
- Analyses of your experiences and learning through the concepts of social identities, socialization, group status, personal and social change among others;
- Clear and precise connections between readings, concepts, and examples from dialogue.