

EDUCATIONAL PSYCHOLOGY 469K - #10258
PRACTICUM IN FACILITATING INTERGROUP DIALOGUE
SPRING 2012

CLASS TIME: Mondays 3-5 p.m.

LOCATION: SSB 4.432

INSTRUCTORS Dr. Smita S. Ruzicka 471 – 9700 s.ruzicka@austin.utexas.edu

OFFICE HOURS: By appointment

COURSE DESCRIPTION

EDP 469K - PRACTICUM IN FACILITATING INTERGROUP DIALOGUE

This practicum follows the Training Processes in Intergroup Dialogue course (EDP 369K) and requires applied work in facilitating intergroup dialogues. The student facilitators will participate in weekly preparation sessions and instructor consultations:

- To discuss and prepare their work for the group dialogues
- To strengthen their own understanding of intergroup relations
- To further develop the co-facilitation relationship and experience
- To continue their own personal growth and development in the area of facilitation
- To discuss the theory and practice of intergroup communication and community building

EDP 210 - INTERGROUP DIALOGUE: RACE & RACISM

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 gender. Student facilitators will engage their peers around topics of race through discussions of relevant reading material, experiential activities, and course assignments.* Students will also have an opportunity to explore their own and the other group members' experiences in various social and institutional contexts. Participants will examine narratives, historical, psychological, and sociological materials that address issues of gender within the context of U.S. society. Students will participate in exercises that will be debriefed in class and in journal assignments. Students will learn about pertinent issues related to gender 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.

The intergroup dialogue on race and racism will take place from 3:00 p.m. - 5:00 p.m. on Wednesdays.

*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

1. Maxwell, Nagda, Thompson, (2011); Facilitating Intergroup Dialogues: Bridging Differences, Catalyzing Change; Stylus Publishing: Sterling, Va.
2. Intergroup Dialogue Course Packet – Race and Racism (Unique #10107): Dr. Smita Ruzicka
Available at Speedway Copying, Printing & More (512) 478-3334

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WEEKLY MEETINGS

Our regular practicum meetings will include the following activities but we are also eager to add other activities that you feel would be useful:

- 30 minutes – we will debrief the previous dialogue session (please email the debriefing notes for the corresponding session by **noon on Monday** before our meeting)
- 30 minutes – we will talk about the process of intergroup dialogue for both the co-facilitators and students in the course
- 30 minutes – we will have a discussion about the dialogue session curriculum for the upcoming week
- 30 minutes – If needed, this time will be spent with individual facilitators and the instructor to discuss specific issues regarding the students, curriculum, etc.

GRADES/REQUIREMENTS

This practicum is a four-credit, letter-graded course. Attendance, participation and contribution are required. Grades will be based on the following:

1) Attendance/Contribution	20%
* 2 points per each class meeting with instructors 10 X 2 = 20pts.	
2) Classroom Observations	20%
* 5 points for each class observation 4 X 5 = 20 pts.	
3) Weekly Debriefing Notes	
* 3 points per each set of debriefing notes 10 X 3 = 30 pts.	
4) Final Summary Report	30%
* 10 points for each component of the report 10 X 3 = 30 pts.	
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/CONTRIBUTION (20%)

Because this course is an extension of your facilitator training experience, we anticipate that you will receive full credit for attendance, participation and contribution. Should an emergency arise that prevents attendance at a specific session (illness, accidents, etc.), it is the responsibility of the facilitator to contact the instructor immediately. Given the nature of this course, absences will strongly affect grades. You are allowed one excused absence (out 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 receive an "F" in the course. Significantly late arrival or early departure from class will also count as an absence.

NOTE: If you have religious or cultural observations that conflict with meetings or sessions you should let the instructors know by **Friday, January 27th** 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 **Friday, January 27th**, we will assume that you plan to attend all meetings and sessions, and full attendance will be required.

2. CLASSROOM OBSERVATIONS (20%)

The instructor will observe your dialogue sessions approximately four times during the semester and you will be graded on each of these occasions. You will be observed facilitating dialogue and there will be a maximum of 5 points that you can earn during each classroom observation. The instructor will observe the following: quality of class preparation; execution of the lesson plan; good co-facilitation skills; clarity in delivering the information; ability to discuss theory and practice in the course; conflict intervention and mediation; ability to maximize use of learning opportunities; and facilitation of intergroup communication. You will also typically meet immediately after the observations for debriefing, so please allow additional time for discussion at the end of these sessions.

3. WEEKLY DEBRIEFING NOTES (30%)

Please develop a set of notes that debrief each of the dialogue sessions. In debriefing your notes, please be sure to focus on articulating and expressing your own insights and perspectives about the session in addition to simply summarizing the dialogue session. These debriefing notes should also include some discussion about your thoughts and feeling about the book that you will be reading as part of the practicum, Facilitating Intergroup Dialogues: Bridging Differences, Catalyzing Change. Describe how you are making or not making connections between this reading and your experiences in facilitating dialogues in class. Your debriefing notes should be typed, 3-4 pages, 12-point font, double-spaced, with 1" margins on all four sides. There is no particular format for the content of the debriefing notes, however, we do ask that you email them as a Microsoft Word document attached to the instructor no later than **noon on the day of each practicum meeting**. Each facilitator will complete a set of debriefing notes and we will discuss the notes during our weekly practicum meetings.

4. FINAL SUMMARY REPORT (30%)

Length: Approximately 8-10 pages, 12-point font, typed, double-spaced, with 1" margins on all four sides.

Due Date: Monday, April 30th, 2012 by noon in SSB 4.432.

Purpose: The main purpose of the final summary report is to give you a forum to solidify your learning and experiences.

In your final summary report, please be sure to address each of the items listed in the section below but of course also feel free to include additional topics and information.

- Certainly some issues will require more or less writing than others. Use your good judgment about this.
- We need to know what you thought was effective and useful this semester but please note that we do not expect you to share only positive things about the practicum. We also need to know what you found to be ineffective or not useful. We assure you that sharing the negative experiences you had with the practicum will not adversely impact your grade. The more we know about what needs to be changed, the better we can improve upon the program.
- Please spend some time in your paper reflecting on your thoughts and reactions to the book that you read as part of the practicum and how it was either helpful or not helpful in your experiences as a facilitator.
- Please also feel free to refer back to issues raised previously or elements of your weekly debriefing notes in this report.

Assignment: You should answer the following questions in your final summary report:

1. **Summary of Your Dialogue Experience**
What worked and didn't work? How well were your goals met? What specifically was most effective and least effective? What could or would you do to improve the experience for dialogue participants? Include at least one example.
2. **Summary of Your Facilitation Experience**
What was most effective and least effective and what could or would you do to improve your experience as a co-facilitator? Be specific about the co-facilitation development process. Also identify at least one example.
3. **Summary of Salient points that you identified from the book**
What were your overall impressions and reactions to the book? What were some of the most important points of the book in your facilitation experience? How did the book help or not help you become a more effective facilitator?
4. **Summary of Your Practicum Experience**
What was most effective and least effective about the practicum? Did you experience yourself as both a teacher and a learner in the practicum? When? Why not? What could the instructors have done differently or changed in order to improve the experience for the co-facilitators? What could you and the other facilitator have done differently or changed to improve the experience?

Note: Be sure to save copies of your lesson plans and weekly debriefing notes as they may be the basis for much of your final summary report.

END OF THE SEMESTER MEETING

Please plan to meet with your instructors on **Monday, April 30th** for a final meeting regarding your course scores and grades.

WEEKLY CHECKLIST

1. Immediately after your dialogue sessions and before you leave the classroom:
 - Do record keeping regarding such as assigning them attendance and participation points, etc. For safety, both you and your co-facilitator should keep separate records in case one is lost, but please make sure that your separate records are identical in terms of the scores earned by students.
2. After each dialogue session:
 - Read and respond to the journals written by the students in your dialogue. Record the points you assign for their journals and compare your record of these points with your co-facilitator, so that you can be sure they are identical.
3. In the next day or two but far enough in advance of our practicum meetings to allow for second thoughts:
 - Meet with your co-facilitator to debrief the previous week's dialogue and to prepare for the next dialogue session. This is a very important meeting! The meeting should happen at a regularly scheduled time each week and it must be face-to-face (not by email, telephone, etc.).

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- One of the first things you and your co-facilitator should do this semester is decide on a convenient weekly time for this meeting and hold it in your appointment book. You should be prepared to meet for as long as it takes to discuss the needs of the students, to share your co-facilitation strengths and challenges, and to plan accordingly for the next dialogue session. Please be forewarned that especially at the beginning of the semester, this may take a lot more time than you may expect. Set aside a sizeable chunk of time for these meetings!
 - At the meeting, prepare a dialogue-planning sheet that will serve as your lesson plan giving special attention to the rationale for the various things you intend to cover. How does each activity advance the group? How is each item relevant to the dialogue?
4. Prior to practicum meetings and dialogue sessions:
- Submit your weekly debriefing notes via email to the instructor, no later than noon on the day of your practicum meeting.
 - Do any reading or preparation necessary for your practicum and your upcoming dialogue session. Regularly check your email for announcements or information concerning the dialogue and other related matters.
5. Attend the practicum meeting and share your insights, concerns, learning moments, and needs!
- Although our interactions are informal and collegial, please do not be late or absent. We need to make good use of our time to help, support and learn from each other.
 - At the beginning of the practicum meeting, give your instructor your dialogue planning sheet prepared jointly by you and your co-facilitator.
 - Your instructor will respond to your lesson plan, giving you feedback that may be useful prior to the dialogue session.
 - The instructor will also return your weekly debriefing notes at this time for you to review after the meeting.
6. Collect materials that you will need for your dialogue. Don't wait until the last minute.
7. Attend your dialogue and give a powerful experience to the participants and receive one from them as well!

NOTE: Important announcements and other information concerning your practicum and the dialogue will be made via email; therefore, it is crucial that you check your email regularly.

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.

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CLASS SCHEDULE

Date	Assignments	Readings
January 18 Session 1: Orientation: Introducing and Creating an Environment for Dialogue POSSIBLE ACTIVITIES & HANDOUTS Introduction Activity (Icebreaker) Community Learning Guidelines Key Concepts for Interactive Communication The Building of Dialogue	Review syllabus	Practicum Reading: Chapters 1-6 (pp. 1- 97)
January 25 Session 2: Setting a Climate for Dialogue: Normalizing Voicing One's Own Feelings and Perspectives, and Conflict POSSIBLE ACTIVITIES & HANDOUTS Community Learning Guidelines (Review) Dialogue vs. Debate Hopes and Fears Comfort Zones, Learning Edges, Hot Buttons, Trigger Phraseology FOR NEXT CLASS: Culture Chest activity description and guidelines. Personal and Social Identity Wheels	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. Practicum Reading: Chapters 7-10 (pp. 99-159)
February 1 Session 3: Group Building and Exploring the Centrality and Complexity of Identity POSSIBLE ACTIVITIES & HANDOUTS Culture Chest Personal and Social Identity Wheels Facilitator Testimonials Assign Co-facilitation Pairs	This journal assignment involves two steps. (1) The first step is to fill out the two Identity Wheels provided by the facilitators. (2) Write your journal assignment responding to the following: 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? 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: <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? 	<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 Practicum Reading: Chapters 11-13 (pp. 161-212)

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	<p>In preparation for the next session:</p> <ul style="list-style-type: none"> Facilitators will model their testimonies. Testimonials are a way 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: 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>POSSIBLE ACTIVITIES & HANDOUTS Student Testimonials Power Shuffle (Cross the Line)</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>POSSIBLE ACTIVITIES & HANDOUTS Clip: Mickey Mouse Monopoly Cycle of Socialization Group Discussion on 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 	<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?

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	<p>your story?</p> <ul style="list-style-type: none"> Define, in your own words, what the terms privilege and oppression mean to you. Draw on Johnson or Tatum for this 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? 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. 	
<p>February 22 Session 6: Issues of Race & Racism Continued</p> <p>POSSIBLE ACTIVITIES & HANDOUTS Group Discussion on Race & Racism Stand up, Sit down</p> <p>FOR NEXT CLASS: Discuss Hot Topics Assignment</p>	<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.	
<p>February 29 Session 7: Understanding Systems of Oppression & Privilege</p> <p>POSSIBLE ACTIVITIES & HANDOUTS Web of Oppression Privilege Walk</p> <p>FOR NEXT CLASS: Distribute Hot Topic Articles</p>	<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?
<p>March 7 Session 8: Interpersonal Level/ Institutional Level Hot Topic Dialogues</p> <p>FOR NEXT CLASS: Discuss Letter Activity</p>	<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 	<ul style="list-style-type: none"> Leas, Speed B. (1982). Surfacing Submerged Conflict 2 facilitator selected readings from those provided by the class

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	awareness to resist or challenge the web of racism? What benefits and costs can you associate with resistance or dismantling the web?	
March 14 (Spring Break)	Work on co-facilitations	None
March 21 Session 9: Envisioning Change and Action Planning POSSIBLE ACTIVITIES & HANDOUTS Panel Discussion	<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 Action Planning POSSIBLE ACTIVITIES & HANDOUTS Co-Facilitation Pair Check ins	Alliance Building and Action Planning Discussion	<ul style="list-style-type: none"> • Harro, B. (2000). The Cycle of Liberation. • 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 18	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