

**EDUCATIONAL PSYCHOLOGY 210 - #10300**  
**INTERGROUP DIALOGUE – GENDER IDENTITY & SEXISM - SPRING 2015**

**CLASS TIME:** Wednesdays 3-5 p.m.  
**LOCATION:** Sanchez 422

**INSTRUCTORS:** Dr. DeAunderia Bowens 512-232-2866 [dnbowens@austin.utexas.edu](mailto:dnbowens@austin.utexas.edu)  
Reed Rallojay 512-232-2931 [reed@austin.utexas.edu](mailto:reed@austin.utexas.edu)

**FACILITATORS:** Vendela E. Schweitz [veschweitz@utexas.edu](mailto:veschweitz@utexas.edu)  
Andrew E. Browne [aebrowne@utexas.edu](mailto:aebrowne@utexas.edu)

**OFFICE HOURS:** By appointment

**COURSE DESCRIPTION**

Discussions 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 identity and sexism. Peer facilitators\* will engage their peers through relevant reading material, experiential activities, and course assignments around the topic of sexism. Students in the course will examine narratives and historical, psychological, and sociological materials that address issues of discrimination based upon gender identity within social and institutional contexts in the United States as well as on campus. Students will participate in exercises that will be debriefed in class and through weekly learning journals. The goal is to foster an atmosphere of openness and a setting in which students engage in open and constructive dialogue, learning, and exploration concerning issues of intergroup relations, conflict, and community.

**LEARNING OUTCOMES**

- Relate Knowledge to Daily Life – students will make connections between their personal experiences and those of their fellow classmates through critical dialogues and reflective writing
- Understand and Appreciate Cultural and Human Differences – students will be able to articulate the advantages and impact of a diverse society, identify systematic barriers to equality and inclusiveness, and reflect upon the perspective of other students
- Practice dialogic communication skills - students will learn and practice speaking, listening, suspending judgment and exploring assumptions through dialogue activities
- Demonstrate a Sense of Civic Responsibility – students will participate in activities that build positive community through understanding and collaboration

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 active engagement in 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 and will receive supervision from the instructors listed above.

**TEXTS**

1. Intergroup Dialogue Course Packet: Available at Speedway Copying, Printing & More (512) 478-3334

# EDUCATIONAL PSYCHOLOGY 210 - #10300

## INTERGROUP DIALOGUE – GENDER IDENTITY & SEXISM - SPRING 2015

### 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%
<b>TOTAL PERCENTAGE</b>	<b>100%</b>

**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 2<sup>nd</sup> 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 2<sup>nd</sup> 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 throughout the semester - 2 points per 14 semester sessions. Participants who notify us by the 2<sup>nd</sup> 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. Journals will be due by 2:00 p.m. via CANVAS on the Wednesday prior to class. Every journal should be typed, double-spaced, 12-point font, with 1-inch margins all around; no exceptions, then you will upload this document to CANVAS. In these journals, we ask that you reflect on the readings for the week, address written questions from your facilitators that are provided on CANVAS, 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 2<sup>nd</sup> class day of cultural/religious conflicts). Your facilitators will respond to your journals with written comments, questions, and suggestions. Each journal will be

## EDUCATIONAL PSYCHOLOGY 210 - #10300

### INTERGROUP DIALOGUE – GENDER IDENTITY & SEXISM - SPRING 2015

assigned a total of 4 points by your facilitator (4=complete to 0=missing). There are 32 possible points earned throughout the semester - 4 points per each of the 8 journals.

#### 3. CO-FACILITATION (20%)

All students will be paired with another student by mid-semester to work together for co-facilitation on an issue related to racial oppression. Although you may be able to do some planning at the end of some class sessions, we expect you to schedule meetings outside of class to plan your facilitation activity. 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 and meet with the course facilitators for some guidance. 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 6 at 3:00 p.m. in class**. 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.

#### 5. COMMUNITY LEARNING OBSERVATION AND SHORT REFLECTION PAPER – EXTRA CREDIT

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 race/ethnic group that we've discussed this semester in class. Announcements about some community events will be made in class; however, you may attend events other than those announced. In order to receive credit, students must have the event approved by class facilitators and write a reflection paper about the event. Please provide a quick description of the event (name of event, date, time, location, and the group hosting the event at the top of your page (single-spaced). The reflection portion of your paper should be your reaction to the event; this should not be a detailed account of play by play, but your own personal responses (verbal or intellectual) to what information is shared. The reflection paper will be 2-4 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 on CANVAS. ***These reflection papers cannot be completed before March 4 and are due by 1:30 p.m. on Wednesday, April 15, 2015.***

#### UNDERGRADUATE WRITING CENTER

We strongly encourage you to utilize the Undergraduate Writing Center (UWC) for your written assignments. UWC offers free, individualized expert help with writing for any UT undergraduate by appointment or on a drop-in basis. They work with students from any major or academic department on campus, for both academic and non-academic writing. The UWC is located in FAC 211 and their telephone number is 512-471-6222. You can also check out their website for more details and resources at <http://www.uwc.utexas.edu/>

#### UNIVERSITY POLICIES ON ACCOMMODATIONS

Students with documented disabilities who require academic accommodations should contact Services for Students with Disabilities (SSD) at 512-471-6259 (Voice), 512-410-6644 (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. More information is available online at <http://ddce.utexas.edu/disability/>

## **EDUCATIONAL PSYCHOLOGY 210 - #10300**

### **INTERGROUP DIALOGUE – GENDER IDENTITY & SEXISM - SPRING 2015**

#### **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.

#### **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/>

#### **POLICY ON PROPER CITATION**

It is extremely important that you properly cite all written assignments for this class. Many students fail to cite sources altogether, while others take authors' words verbatim and do not quote them properly. Additionally, some students simply paraphrase the authors' words without proper citation. There are a number of citation styles depending on your area of study and academic discipline. We will ask you to use APA for citation style. Please refer to the websites provided below for assistance with APA. There are other online resources that may also provide you with APA citation assistance.

APA Format: <http://owl.english.purdue.edu/owl/resource/560/01/>

APA electronic references: <http://www.apastyle.org/electref.html>

If you have more questions or concerns, we ask you speak to the instructors individually regarding issues with proper citation. Failure to cite properly and appropriately can put you in serious academic trouble. Please be aware that plagiarism can merit a referral to Student Judicial Services (SJS). We encourage you to visit the SJS website (<http://deanofstudents.utexas.edu/sjs/>) and familiarize yourself with the definitions of plagiarism and paraphrasing. Because you have been informed about academic integrity through this class and this syllabus, your instructors will refer cases of academic dishonesty to Student Judicial Services.

#### **ELECTRONIC DEVICE USE**

All communications devices are to be off during class, including cell phones 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.

**EDUCATIONAL PSYCHOLOGY 210 - #10300**  
**INTERGROUP DIALOGUE – GENDER IDENTITY & SEXISM - SPRING 2015**  
**COURSE SCHEDULE**

PLEASE CHECK CANVAS FOR ALL WEEKLY COURSE ASSIGNMENTS.

Date	Readings
<b>January 21</b> Session 1: Orientation: Introducing and Creating an Environment for Dialogue	Review syllabus Purchase course packet
<b>January 28</b> Session 2: Setting a Climate for Dialogue: Normalizing Voicing One's Own Feelings and Perspectives, and Conflict	<ul style="list-style-type: none"> <li>• Yankelovich, Daniel. (2001). The Magic of Dialogue.</li> <li>• Huang-Nissen, Sally (1999). Defining the Principles of Dialogue</li> <li>• Ratnesh Nagda, Patricia Gurin, Jaclyn Rodriguez &amp; Kelly Maxwell. (2008). Differentiating Dialogue from Discussion</li> <li>• McCormick, D.W. (1999). Listening with Empathy</li> <li>• Zúñiga, Ximena. (2003). Bridging Differences through Dialogue.</li> </ul>
<b>February 4</b> Session 3: Group Building and Exploring the Centrality and Complexity of Identity	<ul style="list-style-type: none"> <li>• Tatum, B. D. (2003). The Complexity of Identity: "Who Am I?"</li> <li>• Lorber, J. (2000). "Night to his day:" The social construction of gender.</li> <li>• Johnson, Joy L., and Robin Repta. (2012). Sex and Gender: Beyond the Binaries.</li> <li>• Anaya, R. (1996). I'm the King: The macho image.</li> <li>• Sanders, S. R. (1993). The men we carry in our minds.</li> </ul>
<b>February 11</b> Session 4: The Importance of Narrative, Noticing Commonalities and Differences in Experiences/Caucus Groups	<ul style="list-style-type: none"> <li>• Schnur, S. (1995). Blazes of Truth.</li> <li>• Kincaid, J. (1993). Girl.</li> <li>• Peery, Tom. (2012). So Dad, What Makes a Man? – A Narrative on the Male Identity. Chapter 2: Male Initiative.</li> <li>• Rankin, Sue and Genny Beemyn. (2012). Beyond a Binary: The Lives of Gender-Nonconforming Youth.</li> <li>• Bornstein, Kate. (1995). Gender Outlaw: On Men, Woman and the Rest of Us. Chapter 2: The Hard Part.</li> <li>• Hasnat, N. (1998). Being 'Amreekan': Fried chicken versus chicken tikka.</li> <li>• Sabo, D. (1998). Pigskin, Patriarchy, and Pain.</li> <li>• Staples, B. (2005). Just walk on by: A Black man ponders his ability to alter public space.</li> </ul>
<b>February 18</b> Session 5: Socialization & Sharing Experience/Fishbowls	<ul style="list-style-type: none"> <li>• Harro, B. (2000). The Cycle of Socialization.</li> <li>• Chernik, A.F. (1995). The body politic.</li> <li>• Lyman, P. (1987). The fraternal bond as a joking relationship: A case study of the role of sexist jokes in male group bonding.</li> <li>• Fletcher, B. (1999). Internalized Oppression: The Enemy Within.</li> <li>• Piercy, Marge. (1980). The Low Road from "The Moon is Always Female".</li> </ul>
<b>February 25</b> Session 6: Understanding Systems of Oppression & Privilege	<ul style="list-style-type: none"> <li>• Lorde, A. (1996). There is No Hierarchy of Oppression.</li> <li>• Steinem, G. (1986). If Men Could Menstruate. Found in, <i>Outrageous Acts and Everyday Rebellions</i>. NY: NAL.</li> <li>• 'Hoyt, Crystal L. (2012). Women and Leadership in <i>Leadership</i> by Northouse.</li> <li>• Williams, C.L. (1992). The Glass Escalator: Hidden Advantages for Men in the "Female" Professions.</li> <li>• Glick, P. &amp; Fiske, S.T. (2003). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality.</li> <li>• hooks, b. (2000). Feminist masculinity. <i>Feminism is for everybody: Passionate politics</i> (pp. 67-71).</li> </ul>
<b>March 4</b> Session 7: Transgender – Gender Norms	<ul style="list-style-type: none"> <li>• Gender and Sexuality Center Info Sheet on Transgender Identity</li> <li>• Lees, Lisa J. The Transgender Spectrum.</li> <li>• Levels and Types of Transgender Oppression</li> <li>• Gender and Sexuality Center Info Sheet on legal rights of transgendered people</li> </ul>

# EDUCATIONAL PSYCHOLOGY 210 - #10300

## INTERGROUP DIALOGUE – GENDER IDENTITY & SEXISM - SPRING 2015

	<ul style="list-style-type: none"> <li>• Tilsley, Alexandra. (2010). New Policies Accommodate Transgender Students. The Chronicle of Higher Education.</li> <li>• Kolata, Gina. (2010). I.O.C. Panel Calls for Treatment in Sex Ambiguity Cases. New York Times Online.</li> <li>• Currah, Paisley and Lisa Jean Moore. (2009). "We Won't Know Who You Are": Contesting Sex Designations in New York City Birth Certificates.</li> <li>• Trans* Identification Documents in the U.S. (2014). M or F? Whats the Diff?</li> <li>• Trans* Identification Documents in the U.S. (2014). Transgender at Airports.</li> <li>• Trans* Identification Documents in the U.S. (2014). Surgery Requirements are Unjust.</li> <li>• Padawer Ruth, (2014). When Woman Become Men at Wellesley. The New York Times.</li> </ul>
<b>March 11</b> Session 8: Interpersonal Level/ Institutional Level Hot Topic Dialogues	Co-Facilitators selected readings from those provided by the class and additional material provided via CANVAS.
<b>March 18 (Spring Break)</b>	None
<b>March 25</b> Session 9: Envisioning Change and Action Planning	<ul style="list-style-type: none"> <li>• Harro, B. (2000). The Cycle of Liberation.</li> <li>• hooks, b. (2000). Visionary feminism. In Feminism is for everybody: Passionate politics (pp. 110-118).</li> <li>• McClintock, M. (2000). How to Interrupt Oppressive Behavior.</li> </ul>
<b>April 1</b> Session 10: Alliance Building and Action Planning	<ul style="list-style-type: none"> <li>• Anzaldúa, G.E. (2000). Allies.</li> <li>• Ayvazian, A. (2004). Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change.</li> <li>• Sherover-Marcuse, R. (2000). Working Assumptions and Guidelines for Alliance Building.</li> <li>• Judit. (1987). Alliances.</li> <li>• Johnson, Allan G. What Can We Do? Becoming Part of the Solution.</li> </ul>
<b>April 8</b>	Co-Facilitations
<b>April 15</b>	Co-Facilitations
<b>April 22</b>	Co-Facilitations
<b>April 29</b>	Co-Facilitations
<b>May 6</b>	Final Papers are due in class by 3pm.

\* 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.

**EDUCATIONAL PSYCHOLOGY 210 - #10300**  
**INTERGROUP DIALOGUE – GENDER IDENTITY & SEXISM - SPRING 2015**

**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.

# EDUCATIONAL PSYCHOLOGY 210 - #10300

## INTERGROUP DIALOGUE – GENDER IDENTITY & SEXISM - SPRING 2015

### 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 or Times font with 1-inch margins all around.

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

- “You and the Group,” – what have you learned from others?
- “Exploring Differences and Disagreements,” – how well did you handle conflict?
- “Learning about Race and Racism,” and
- “Path to Social Justice”, - what will you do differently or take with you from this course?

*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.)?



**EDUCATIONAL PSYCHOLOGY 210 - #10300**  
**INTERGROUP DIALOGUE – GENDER IDENTITY & SEXISM - SPRING 2015**

- 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 Gender Identity and Sexism (5%)**

- a. Describe your understanding of your own gender 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 gender identity and sexism impact relationships?
- d. Give an example of one critical incident in a dialogue that affected your learning about social identities?

**4. Path to Social Justice (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.