

CLASS TIME: Wednesdays 3-5 p.m.

CLASS LOCATION: Sanchez (SZB) 240

INSTRUCTORS: Dr. Elizabeth G. Medina	(512) 471-9700	egmedina@mail.utexas.edu
Adrienne MacKenzie	(512) 471-3065	amackenzie@mail.utexas.edu

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OFFICE HOURS: By appointment

COURSE DESCRIPTION

In a multicultural society, discussions about issues of conflict and community are needed to facilitate understanding within and between social identity groups. During this course, students will participate in a semester long dialogue about gender. Student facilitators will engage their peers around topics of gender 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 student facilitators for this class have completed the training processes in intergroup dialogue course. In addition, the student facilitators will receive supervision from the instructors listed above.

COURSE OBJECTIVES

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

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

TEXTS

Intergroup Dialogue Course Packet – Gender (Unique #10025):

- a. Available at Speedway Copy in Dobie Mall (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%
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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 class sessions should notify the facilitators via email by the 2nd class day, so they can make sure that you will not be penalized for missing class. We strongly encourage you to honor your cultural and religious holidays. However, if we do not hear from you by the 2nd class day, we will assume that you plan to attend all class sessions, and full attendance will be required. Participants who notify us by the 2nd class day that they plan to be absent for religious or cultural reasons will have their attendance and participation points adjusted without penalty.

2. 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 the Monday 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 facilitator, and give your reactions to the dialogue sessions. Because journals will be essential preparation for each class 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 will 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, December 1st at 3:00 p.m. 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

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

UNIVERSITY POLICIES ON SCHOLASTIC DISHONESTY

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

UNIVERSITY POLICIES ON SEXUAL MISCONDUCT AND SEXUAL HARASSMENT

It is the policy of the University of Texas at Austin to provide an educational 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. For more information, please call 512-471-9700.

POLICIES ON ELECTRONIC DEVICE USE

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

AN INVITATION

Students are encouraged to schedule an appointment with the facilitators so that they can get to know you and discuss how the course material relates to your personal experience. The more open the lines of communication, the better able they will be to meet your desired learning outcomes. Please feel free to email them with any concerns, questions, or comments.

CLASS SCHEDULE AND ASSIGNMENT DUE DATES

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.

Dates	Assignments	Readings
August 25 Session 1: Orientation: Introducing and Creating an Environment for Dialogue	Review syllabus No journal assignment	None Purchase Course Packet
September 1 Session 2: Setting a Climate for Dialogue: Normalizing Voicing One's own Feelings and Perspectives, and Conflict	Purchase reader Write a thoughtful 2-page journal entry that explores some of your hopes and concerns about participating in a gender dialogue. Specifically, reflect on the four questions below and be sure to draw on the assigned readings as you craft and consider your responses: <ul style="list-style-type: none"> • Tell us about what interested you in this particular intergroup dialogue. What are your primary hopes and concerns about inter-gender 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 gender and sexism). • What have been your previous experiences in talking about issues of gender and sexism with others? How did it make you feel? Why do you think you felt that way? • As you may have sensed by 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 sense of comfort with sharing personally in groups like our dialogue? What areas would you like to see yourself grow in during 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 and experiences of others? 	<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. • Steinem, G. (1991). Men and Women Talking.
September 8 Session 3: Group Building and Exploring the Centrality and Complexity of Identity	<p>(1) Fill out the two Identity Wheels provided by the facilitators.</p> <p>(2) Respond to the following:</p> <p>In reflecting on the last session how do you feel about the Community Learning 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>During this 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 facilitators will model their testimonies. Testimonials are a way of conveying our own stories, in</p>	<ul style="list-style-type: none"> • Howard J.A. & Hollander, J. (1997). Defining Social Psychology and Gender. • Anaya, R. (1996). I'm the King: The Macho Image. • Sanders, S. R. (1993). The Men we Carry in our Minds. • Tatum, B. D. (2003). The Complexity of Identity: "Who Am I?" • Schnur, Blazes of Truth • Kincaid, Girl • Aviccolli, T. (1995). He Defies You Still: The Memoirs of a Sissy.

EDUCATIONAL PSYCHOLOGY 210 - #10025
INTERGROUP DIALOGUE - GENDER
FALL 2010

	<p>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:</p> <ul style="list-style-type: none"> • Tell us about your understanding of yourself as a person of your gender. What have you experienced regarding your gender 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 gender identity over time? • Pick one other social identity (other than your gender identity) that is also important to the way you think about yourself. For example, it could be your race, class, sexual orientation, religion, etc. What is this identity and how does it affect the person you are today? What are some feelings or emotions that come up as you think about how and what influenced your understanding of this identity over time? 	
<p>September 15 Session 4: Sharing Stories, Noticing Commonalities and Differences in Experiences</p>	<p>Write a 2-page journal entry reflecting on the last intergroup dialogue session and thinking ahead to the next session.</p> <p>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 with others that you were able to identify? 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? <p>In looking ahead to the next session:</p> <ul style="list-style-type: none"> • Re-read the testimonial you wrote in conjunction with the article, <i>Cycle of Socialization</i> by Harro. What have been key influences in your own socialization as a gendered 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 portion of the journal. Consider how your socialization as a member of your gender 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 and privilege as a member of your gender group. <p>Note: Be prepared to share as much of this assignment as you are comfortable doing.</p>	<ul style="list-style-type: none"> • Hasnat, N. (1998). Being ‘Amreekan’: Fried Chicken Versus Chicken Tikka. • Sabo, D. (1998). Pigskin, Patriarchy, and Pain. • Lie, A. (2002) Passing Realities. • Staples, B. (1997). Just Walk on By: A Black Man Ponders his Ability to Alter Public Space.
<p>September 22 Session 5: Issues of Gender and Sexism</p>	<p>Prepare a one-page typed progress report from your co-facilitation group focusing on both the development of your co-facilitation and how you are working as a team.</p> <p>Write a 2-page journal entry that addresses the following questions 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 the most emotionally? 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 various 	<ul style="list-style-type: none"> • Harro, B. (2000). The Cycle of Socialization. • Lorber, J. (2000). “Night to his Day”: The Social Construction of Gender. • Johnson, A.G. (1999). Patriarchy, the System: An It, not a He, a Them, or an Us. • Chernik, A.F. (1995). The Body Politic. • Edut, T. (1996). How we are Taught to Hate Our Bodies. • Lyman, P. (1987) The fraternal

EDUCATIONAL PSYCHOLOGY 210 - #10025
INTERGROUP DIALOGUE - GENDER
FALL 2010

	<p>stories?</p> <ul style="list-style-type: none"> • How has your understanding of your own story changed or not changed after sharing and listening to others' stories? 	<ul style="list-style-type: none"> • bond as a joking relationship Fletcher, B. (1999). Internalized Oppression: The Enemy Within.
<p>September 29 Session 6: Issues of Gender and Sexism Continued</p>	<p>In a 2-page journal entry address each of the bullet points below. Be sure to select insights from at least two of the current readings to help illuminate your experience.</p> <ul style="list-style-type: none"> • How did the class discussions influence or change 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 that was said that stayed with you and made you think more about sexism? How have you personally or members of your identity group been affected by sexism at the interpersonal and institutional level (e.g., family, school, neighborhood, workplace, media, legal system, etc.)? • How did the conversations in class affect your understanding of the need for undoing the impact of sexism or challenging sexism? 	<ul style="list-style-type: none"> • Cole, J.B. (1998). Commonalities and Differences (excerpt). • Glick, P. & Fiske, S.T. (2003). An Ambivalent Alliance: Hostile and Benevolent Sexism as Complementary Justifications for Gender Inequality. • hooks, b. (2000). Feminist Masculinity. • Rabideau, T. (2000). Finding my Place in the World, or which Bathroom Should I Use Today?
October 1	Email two suggestions for the hot topics dialogue and two related readings to the facilitators no later than Friday, October 1st.	
<p>October 6 Session 7: Understanding Systems of Oppression and Privilege</p>	<p>Write a 2-page journal entry that addresses the following:</p> <ul style="list-style-type: none"> • How have your conversations in the class deepened (or not) your understanding of sexism and its impact on different groups? • How do you think you are hurting from sexism or benefiting from privilege? In what ways do you see yourself maintaining the system of sexism? In what ways are you resisting the system of sexism? • How has your understanding of what it takes to have a meaningful and genuine dialogue about sexism 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 • Bosmajian, H. (1995). The Language of Sexism. • Pincus, F. (2000). Discrimination Comes in Many Forms: Individual, Institutional, and Structural. • Lorde, A. (1996). There is No Hierarchy of Oppression. • 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.
<p>October 13 Session 8: Interpersonal Level/ Institutional Level Hot Topic Dialogue</p>	<p>Write a 2-page journal entry reflecting on your experience during the last class session and refer to the readings where relevant.</p> <ul style="list-style-type: none"> • What moments were most rewarding for you during this 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 gender? 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? 	<ul style="list-style-type: none"> • 2 facilitator selected readings from those submitted by the class
<p>October 20 Session 9: Envisioning Change and Action Planning</p>	<p>This week's journal entry differs a bit from past assignments in that 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</p>	<ul style="list-style-type: none"> • Anzaldúa, G.E. (2000). Allies. • Sherover-Marcuse, R. (2000). Working Assumptions and Guidelines for Alliance

EDUCATIONAL PSYCHOLOGY 210 - #10025
INTERGROUP DIALOGUE - GENDER
FALL 2010

	<p>goals or hopes beyond dialogue. This is a letter to yourself and can be private if you wish. Of course, you are welcome to share anything that you want from your letter with the class during our last dialogue session. Like the other journal entries, this letter (including both parts below) should also be about 2 pages in length. Since the letter is to you from you, we hope you will be creative and honest with it.</p> <ul style="list-style-type: none"> • Part 1: 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. • Part 2: The second part, a look into the future, will be written in class during Session 10, as a continuation to the first part of the letter. 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>Note: 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 after the conclusion of the course.</p>	<p>Building.</p> <ul style="list-style-type: none"> • 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.
October 27 Session 10: Alliance Building and Action Planning	Alliance Building and Action Planning Discussion No journal assignment	<ul style="list-style-type: none"> • Harro, B (2000). The Cycle of Liberation • McClintock, M. (2000). How to Interrupt Oppressive Behavior. • Johnson, A. (1997) Unraveling the Gender Knot. • hooks, b. (2000). Visionary Feminism. • Tan, C. I. (1994). Healing from Oppression
November 3	Co-Facilitations No journal assignment	None
November 10	Co-Facilitations No journal assignment	None
November 17	Co-Facilitations No journal assignment	None
November 24	Work on final papers	None
December 1	Final papers are due in class by 3:00 p.m. Evaluations, processing and celebrating our learning	None

* This syllabus is subject to change.

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 gender and sexism, 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 scale with equal points being allocated to each area of evaluation. The criterion for the presentation include the following:

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| • 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 gender and sexism," and
- "Moving Forward."

Note: We will provide you with questions below 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 Gender and Sexism (5%)

- a. Describe your understanding of your own ideas about gender, gender identity, and sexism 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 and sexism 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.