

Educational Psychology 369K - #09265
Training Processes in Intergroup Dialogue
Spring 2005

Class Time: Monday 2-5 p.m.

Location: CBA 4.346

Instructors:

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Please come to see us! Just e-mail or call and we'll find a mutually convenient time. We will also be available from 11-12 Noon on Fridays in SSB 4.104 (Teresa's office).

Texts:

1. Johnson, Allan G. (2001). Power, Privilege and Difference*. Mountain View, CA: Mayfield Publishing Company. Available at the University Co-Op.
2. Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman H.W., Peters, M.L., Zuniga, X. (2000). Readings for Diversity and Social Justice: An Anthology on Racism, Anti-Semitism, Sexism, Heterosexism, Ableism, and Classism*. New York: Routledge. Available at the University Co-Op.
3. Adams, M., Bell, L.A., Griffin, Pat (1997). Teaching for Diversity and Social Justice*. New York: Routledge. Available at the University Co-Op.
4. **Additional readings will be assigned in class and over e-mail.**

* **Please note that we will refer to the abbreviations of PPD, Readings, and Teachings...accordingly.**

Course Objectives:

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

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

Course Description:

This course assumes that the most effective facilitators of multicultural group interactions possess a level of awareness, skill, knowledge, and passion. The topics of this course include social identity development; prejudice and stereotyping and their effects on groups; difference and dominance and the nature of social oppression; basic group facilitation skills and their applications in multicultural settings. We will address these and other topical areas through readings, videos, facilitated in-class dialogues, activities, simulations, role-plays, and reflective journal and writing assignments.

University Policies on Students with Disabilities and Scholastic Dishonesty:

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 www.utexas.edu/depts/dos/sjs/.

Religious Holy Days.

A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence. You must give written notice two weeks prior to the date you will be gone. For religious holy days falling within the first two weeks of school, notice must be given on the first day of this course (Monday, January 24, 2005).

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 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, faculty, staff, and visitors to promptly report sex discrimination and sexual harassment.

Course Activities:

Attendance and Participation

Attendance and participation are critical to this class. All students are expected to join in the educational mission of the class as both teachers and learners. These two roles being required of dialogue facilitators, they will likewise be required of students in this training course. More than ONE absence from class will result in a lower grade. Should an emergency arise (illness, accident, etc.) that prevents you from attending a class session, it is your responsibility to contact one of the instructors before class. All excused absences must be made up by completing an assignment from the instructors, appropriate to the learning objectives of the missed class. Make up work is due a week after a missed class.

Learning Journals

The Personal Learning Journal is a log of your experiences and reactions to our readings, exercises, films, interactions, and other course activities. It provides a forum for you to reflect on your experiences, to deepen the learning that comes from course activities, and to wrestle with multiple thoughts and feelings that arise from social justice education. The journals are opportunities for you to explore both your emotional and cognitive responses to the course. They are also an opportunity to share with your instructors your questions, frustrations, hopes, fears, satisfactions, and ideas. **Journals are due weekly over e-mail to all five instructors by 5:00 p.m. each Friday. Our emails are on the first page of this syllabus.**

In-Class Co-Facilitation Project

This facilitation project will give you and a partner an opportunity to practice your facilitation skills with your fellow trainees. You and your co-facilitator will lead a classroom exercise and you will receive feedback from both your classmates and your instructors. We will talk further about this assignment in class.

Topical Worksheets

A worksheet/questions pertaining to the following week's topics and readings will be sent by e-mail to the class on Mondays. Worksheets provide questions to guide your reading and connect this material to other class activities. **Worksheets must be completed by 2:00 p.m. the following Monday.** You are encouraged to discuss the questions with other classmates, but questions must be answered independently. Responses to the worksheets should be submitted to all five instructors by e-mail or brought to class.

Final Paper

The final paper will be an opportunity to integrate learning from all aspects of the course. Details will follow in class. This assignment will be due **Friday, April 29 by 5:00 p.m.** in an electronic word document sent to all three instructors. Instructions for the final paper will be given on **Monday, February 28, 2005.**

Grading

Class Participation/Contribution (includes required attendance)	30%
Learning Journals	20%
In-Class Facilitation	15%
Topical Worksheets	20%
Final Paper	15%

Class Schedule and When Reading Assignments Are Due*:

January 24 – Introductions

January 31 – Conceptual Foundations: PPD: chapters 1 – 4 / Teachings: pages 1-43 / “*Dialogue Groups: An Innovative Approach to Multicultural Learning.*” X. Zúñiga and B. Nagda (handed out in class)

February 7 – Historical Overviews: PPD: chapters 5-8 / Teachings: Appendices 6A (p. 105), 7D (pp. 136-138), 8C (pp. 165-169), 9A (p. 197), 10C (pp. 219-225) and 11F (pp. 259-260)

February 14 – Racism: PPD: chapters 9 – 10 / Readings: pp. 61-130 / Teaching: Appendix 10A-10F

February 21 – Sexism: Readings: pp. 199-219, 228-240, 246-250, 254-256 / “The Glass Escalator: Hidden Advantages for Men in the ‘Female’ Professions” and selections from Real Boys, William Pollack (articles handed out in class) / Teachings: Appendix 7A (pp. 130-131), 7C (pp. 134-135)

February 28 – Heterosexism: Readings: pp. 261-266, 281-282, 288-289, 296-298, 220-227, 305-308, 312-318 / “Becoming 100% Straight, Men’s Lives p. 401 (handed out in class) / Teachings: 8A (pp. 162-163), 8C (pp. 165-169)
Instructions for final paper will be handed out

March 7 – Anti-Semitism and Religious Intolerance: A New Religious America: pp. xiii-xx, 294-334 (article handed out in class) / Readings: pp. 133-144, 150-169 / Teachings: pp. 170-173, Appendix 9A (p. 197)

March 14 – SPRING BREAK! (*Now is a good time to begin working on your final paper*)

March 21 – Ableism: Readings: pp. 319-377 / Teaching: Appendix 10A-10F

March 28 – Classism: Readings: pp. 382-425 and 436-445 / Teachings: Appendix 11B (pp. 253-256)

April 4 – Becoming an Ally: Facilitation and Action: Readings: pp. 450-498 / Teachings: Appendix 6B (p. 108)

April 11 – In-Class Facilitation: Teachings: pp. 279-326

April 18 – In-Class Facilitation:

April 25 – In-Class Facilitation:

May 2 – More on Facilitation and Action:

* Remember that there can and will be additional readings that the instructors will assign as topics are introduced. You will be responsible for any additional material as well. Also note that reading assignments are subject to change. If so, the instructors will give ample notice of those changes. Again, these dates are when the reading assignments are due.