

EDCP 671: Intergroup Dialogue Facilitator Training

The University of Maryland

Fall 2014

Tuesdays, 5:00 PM - 7:00 PM

Tydings Room 2111

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Availability: I have office hours on Tuesdays from 2:30-4:30pm and Thursdays from 1-3pm. There is an electronic sign-up sheet at <http://bit.ly/NYBGLV>. If those times do not work, please email me or speak with me directly, and we will figure out a time to meet for an appointment. In terms of the best ways to reach me – I am the best and quickest on email, and not as good with the office phone. You are welcome to drop by the office anytime, although I'm often in meetings when I'm in.

Course Description

This course will aim to fulfill two goals simultaneously. First, it serves as ongoing training, providing an opportunity for students who are currently participating as facilitators in the Words of Engagement Intergroup Dialogue Program, allowing them to continue to develop and hone their skills. Class sessions will provide students with opportunities to engage in a community of practice, discussing their experiences in their dialogues from week to week, getting feedback on the areas with which they are struggling, and providing opportunities to give feedback to and receive feedback from their peers. We focus on the ongoing development of skills critical to dialogue, continuing to refine our facilitation and communication skills. Second, the course addresses principles and ideals of social justice. This course aims to create space for students to explore their own identities, and consider how, as student affairs professionals, they would like to interrupt injustice and encourage awareness amongst their students, now and in their future roles on college and university campuses.

Objectives and Learning Outcomes

Upon completion of this course, students will be able to:

- Demonstrate a capacity for dialogue – deep listening, suspending judgments, identifying assumptions, reflection, and inquiry.
- Demonstrate various facilitation skills, including communication, conflict management, and exploration skills.
- Discuss the challenges and learning opportunities associated with learning across difference, teaching through conflict, and facilitating groups with challenging members.
- Identify individual and collective actions for interrupting injustices and building alliances to promote greater social justice.
- Describe their own perspectives on social justice and it’s meaning in their practice as a student affairs professional.

Required Texts

Adams, M., Blumenfeld, W. J., Castaneda, C., Hackman, H. W., Peters, M. L., & Zuniga, X. (2013). *Readings for diversity and social justice* (3rd ed.). New York, NY: Routledge.

The website for the book may be useful to you:

http://routledgetextbooks.com/textbooks/_author/readingsfordiversity/teaching.php

Additional readings posted on CANVAS or distributed in class

Evaluation & Grading

Students will be graded based on the following point structure:

Class participation	30%
Reflections (2)	30%
Learning Activity	20%
“Learning Edge” Activity	10%
Facilitating Philosophy	10%

Final Grading Scale

A = 100-94	B = 86-84	C = 76-74	D = 66-64
A- = 93-90	B- = 83-80	C- = 73-70	D- = 63-60
B+ = 89-87	C+ = 79-77	D+ = 69-67	F = < 60

Class Policies

Instructor's Expectations

This course is designed to be an interactive experience for all participants, with frequent opportunities to discuss, reflect upon, and apply course readings and concepts. Rather than just summarizing the readings, we will be critically engaging and building on the ideas described in the work assigned. **Thus, everyone must come to class prepared. All students are responsible for completing the week's assigned readings and activities prior to class** to help promote the engaging environment I hope we can create in the classroom.

This type of classroom environment also requires that students be active participants in the learning process. Students will be graded on their engagement in each week's lesson and classroom participation. This does not mean one has to make sure to speak at least one time in each class or that talking a lot will guarantee full credit; rather, students are expected to make thoughtful contributions, ask questions, listen attentively, and participate in class activities.

A note on the syllabus: it is intended to a living, fluid document, not a static set of rules for us to abide by. It may (and is very likely to) change based on need for greater depth, group interest in a particular topic, or time constraints. While sometimes this will mean additional assignments or work outside of the classroom that may or may not be graded, often adjustments to the syllabus will be in the students' favor. I am open to change and adjustment and welcome discussion and feedback.

Classroom Conduct

Eating and drinking in class are totally fine – I understand that 2 hours is a long time, and that a snack can keep you focused and awake. All I ask is that students please try to avoid bringing snacks or foods that are overly loud or disruptive when eaten.

I also understand that several students like to use their laptops to take notes in class. Using a laptop for note taking is acceptable, but **not** for checking email, IMing or gchating with a friend, or taking a peek at the New York Times. **It is distracting and disrespectful to me or whoever is leading the class at that time.** This has been a problem in several of my classes in the past, so I am going to ask the following: if you intend to bring your laptop to class to take notes, you must submit your notes to me within three hours of the end of class.

A similar policy applies for PDAs and smart phones. I know that many classes have policies about ringing phones in class, and I also ask that you please activate the silent ring function. I also would like to request that your phones/PDAs stay off the desk, out of your lap, and definitely out of your hands during class. **To state it plainly, please no texting or playing with**

your phone during class. Any use of your phone will have a negative influence on your participation grade.

Your actual presence in class is considered as part of your participation grade. Each week, students are expected to be present and ready to begin class on time. If you must miss or be late for class for a legitimate reason (e.g., illness, family emergencies, work emergencies, court appearances, conferences), please contact me to discuss your absence in advance. One unexcused absence or two incidences of unexcused tardiness will result in a deduction of one letter grade from your participation grade. Students should also be careful not to accrue too many excused absences. Three excused absences or late arrivals/early departures from class will also result in a deduction of one letter grade from a student's participation grade.

Students must hand in all assigned work and projects in accordance with deadlines. If you must hand in work late for a legitimate reason, please contact me to discuss the situation prior to the due date (the sooner, the better!). **If you contact me 12 hours before or any time after an assignment deadline with an excuse for a late assignment, the assignment will still be considered late.** Grades on late assignments that have not been previously discussed and negotiated with me in advance will be reduced by two letter grades. Students have one week to complete a late assignment. All assignments that are more than one week late will receive a 0.

Any time that an assignment is due, the deadline will be **8 pm**. Please note, assignments that come in after 8pm will be considered late (even if it is 8:03pm). All assignments will be due to the CANVAS dropbox unless otherwise noted.

Re-Write Policy

Students will be given the opportunity to re-write or re-do any assignment on which they receive fewer than 80 points (this does not apply if your assignment was late). Anyone interested in completing a re-write must notify me within a week of receiving their grade, and all re-written assignments and papers must be submitted within two weeks. Re-written assignments will be re-graded, and the student's previous grade will be replaced with the grade they are assigned on the re-written paper.

Academic Integrity

As scholars and practitioners, it is important for your written work and contributions to class to be your own. The University of Maryland Code of Academic Integrity outlines the university's policies in this regard – please become familiar with it. More information is available at <http://www.president.umd.edu/policies/docs/III-100A.pdf>. On all assignments, papers, and exams (except weekly reflections), please hand write the following before submitting, *“I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).”*

All acts of falsification, misrepresentation, or deception are completely unacceptable, and any assignment which has plagiarized elements will automatically receive an F (0 points). If including sentences, paragraphs, or other portion of the work of others in papers or presentations, be sure to cite this work appropriately based on guidelines presented in the *APA Manual* (6th edition). Generally, it is safest to avoid using Control C and Control V when working on your papers and reading resources.

Assignments and Writing Style

All formal writing assignments should be completed following the guidelines for style and citation outlined in the APA manual – evaluation of proper formatting will be included in the grading of all assignments. All assignments should be typed in Times New Roman, 12 point font with one inch margins on all sides. Please do not use alternative fonts or sizes, or adjust the margins. And yes, I really do check for these things ☺.

“Safe Space” and “Brave Space”

In order to facilitate participation and help all students feel comfortable sharing their thoughts and ideas in the classroom, it is important that we create a respectful, open environment where everyone is valued. It is more than OK to express strong feelings or disagree with classmates ideas, but I ask it is done respectfully. Please be thoughtful about your words and actions, and focus on critiquing ideas rather than an individual’s qualities as a person. Also, I ask that when details regarding personal matters arise in discussion, that they do not leave the classroom. This is particularly important in a course like ours, so please be mindful of the importance of discretion and confidentiality.

It is also important that we create a space where people can be “brave” enough to be authentic, speak honestly, and be vulnerable. We must be brave enough to say things that we aren’t sure are “right” or may reveal our own biases, stereotypes, and misperceptions. I encourage you to ask questions, engage fully, and be open to learning more about yourself and others.

Students with Disabilities

Any student requiring academic accommodations based on a disability is respectfully asked to discuss their needs with me on or near the first day of class. Appropriate accommodations to facilitate student engagement, participation, and completion of coursework will gladly be provided.

Recognition of Religious Pluralism

Accommodations will gladly be made for students who must turn in an assignment late or miss class time in observance of religious holidays. It is important to notify me of your absence/need for extension at least three weeks prior to the holiday.

Course Schedule

<i>Date</i>	<i>Topic and Readings</i>
September 1	<p>Introduction to the course Setting Community Standards/ground rules What is dialogue? Thinking about the “dialogue within the dialogue”</p> <p>Readings:</p> <ul style="list-style-type: none"> • Readings for Diversity and Social Justice <ul style="list-style-type: none"> ○ Ch 135 – Zuniga (Bridging Differences Through Dialogue) • CANVAS <ul style="list-style-type: none"> ○ Bohm (1996) - On dialogue ○ Griffin & Oullette (2007) – Facilitating social justice courses ○ Quaye (2012)
September 8	<p>Identity and group process</p> <p>Readings:</p> <ul style="list-style-type: none"> • Readings for Diversity and Social Justice <ul style="list-style-type: none"> ○ Ch 1 – Tatum (The Complexity of Identity) ○ Ch 2 – Kirk and Okazawa-Rey (Identities and Social Locations) • CANVAS <ul style="list-style-type: none"> ○ Conye (1998) ○ Tuckman & Jensen (1986) ○ Zuniga, Nagda, & Zevig (2002)
September 15	<p>Beginning conversations on social justice, multiple identities, and responding to resistance Grading journals and giving feedback</p> <p>Readings:</p> <ul style="list-style-type: none"> • Readings for Diversity and Social Justice <ul style="list-style-type: none"> ○ Ch 6 – Harro (The Cycle of Socialization) ○ • CANVAS <ul style="list-style-type: none"> ○ Pincus (1996) ○ Freeman (1999) ○ Goodman (2001) – Understanding Resistance
September 22	<p>Communication skills</p> <p>Readings:</p> <ul style="list-style-type: none"> • Readings for Diversity and Social Justice <ul style="list-style-type: none"> ○ Ch 3 – Johnson (The Social Construction of Difference) • CANVAS <ul style="list-style-type: none"> ○ Seashore (1999) ○ Stephan & Finlay (1999) ○ Tannen (1996) - Framing

September 29	<p>Working through conflict and triggers</p> <p>Readings:</p> <ul style="list-style-type: none"> • CANVAS <ul style="list-style-type: none"> ○ Zuniga & Chesler (1993) ○ Rydell, Mackie, Maitner, Claypool, Ryan, Smith (2004)
October 6	<p>Working with challenging group members Guest Lecturer: Beth Douthirt Cohen</p> <p>Readings:</p> <ul style="list-style-type: none"> • CANVAS <ul style="list-style-type: none"> ○ Tannen (1996) - Power ○ Kottler & Englar-Carson (2010) ○ Goodman (2001) – Preventing and Reducing Resistance
October 13	<p>Moving towards liberation – what should we do next?</p> <p>Readings:</p> <ul style="list-style-type: none"> • Readings for Diversity and Social Justice <ul style="list-style-type: none"> ○ Ch 128 – Love (Developing a Liberatory Consciousness) ○ Ch 130 – Johnson (What Can We Do?) ○ Ch 131 – Harro (Cycle of Liberation) • CANVAS <ul style="list-style-type: none"> ○ Reason & Broido (2005)
October 20	<p>Reflecting on Closing Doors The end of Session #1 and Building Foundations For Session #2</p> <p>Readings:</p> <ul style="list-style-type: none"> • CANVAS <ul style="list-style-type: none"> ○ Nagda (2006) ○ Quaye (in press)
October 27	Skill development session #1
November 3	Skill development session #2
November 10	Skill development session #3
November 17	<p>Rethinking oppression, dominance, and social justice</p> <p>Readings:</p> <ul style="list-style-type: none"> • Lourde - http://lgbt.ucsd.edu/education/oppressions.html - “There is no hierarchy of oppressions” • Readings for Diversity and Social Justice <ul style="list-style-type: none"> ○ Ch 5 – Young (Five Faces of Oppression) ○ Ch 129 – Collins (Toward a New Vision: Race, Class, and Gender)

November 24	<p>Developing a social justice ally identity – for ourselves and promoting development in others</p> <p>Readings:</p> <ul style="list-style-type: none"> • CANVAS <ul style="list-style-type: none"> ○ Broido & Reason (2005) ○ Edwards (2006) ○ Nash (2010)
December 1	<p>Interrupting oppression – Building alliances and moving towards liberation</p> <p>Readings:</p> <ul style="list-style-type: none"> • Readings for Diversity and Social Justice <ul style="list-style-type: none"> ○ Ch 133 – Ayvazian (Allies) ○ Ch 136 – Martinez (Unite and Rebel) • CANVAS <ul style="list-style-type: none"> ○ Lechuga, Clerc, & Howell (2009)
December 8	The final dialogue – debriefing and lessons learned

Course Assignments

First a note on course assignments – please feel free to schedule an appointment to discuss or conceptualize course projects with me at least one week in advance if you would like additional support or guidance. These meetings should take place at least one week in advance of the assignment due date. Also, I've found that my colleagues and classmates offer me some of the best feedback and suggestions on my work – I encourage you to consult with your classmates on your work.

1) **Reflections**

Reflection is an important aspect of your development as a student affairs scholar practitioner. Students will complete two reflections throughout the course of this class. Reflections should be approximately 3-4 pages long. Your reflections will coincide with the weeks that you are to lead the debriefing session in class and are due by **Friday at 8 pm** of that week.

In each reflection, you will be asked to present key themes from readings and discussions in previous weeks, and integrate these themes into your reflections on the experiences you are having in your dialogue and your larger development as a student affairs professional. Your reflection can also be a space to share how your thoughts or ideas on a topic we've discussed in class or you've experience in your dialogue have developed, changed, or been challenged in concrete ways. Making specific connections between your thoughts and the readings or experiences, and offering critical responses to the readings are all key to successfully completing this assignment.

2) **Group Facilitation Exercise**

You will sign up to facilitate one of our weekly sessions (10/27, 11/3, or 11/10). These are our “flexible weeks,” where we have the opportunity to practice and learn something that has come up as an area for growth in our development. You will work in groups of 2 or 3, and facilitate class for 2 hours. You may lead the class however you choose, and your lesson should allow us to either continue to develop our skills as facilitators, or discuss the social justice principles addressed in the readings in greater depth. I encourage you to be creative, and please do consult with me as you plan your activity. If you would like to assign readings, please let me know at least two weeks in advance.

3) **“Learning Edge” Activity**

In your dialogues, you will be asking your students to identify an area for growth or learning, and critically reflect on that area in a journal. To better understand the nuances of this

experience, we are asking you to engage in the same process. Think about an area in which you would like to grow, either as a facilitator or in your understanding of social justice and equity issues. For example, if you want to address a set of stereotypes that you've noticed that you have or a blind spot in your understanding of privilege, interrogate where those beliefs came from, where they were learned, and what does that belief prevent them from thinking or feeling about themselves and others. Please write a 3-5 page reflection, describing what you learned through this process. What did you discover that you did not know previously? How will you continue your development in this area? Where appropriate, please connect your reflection to readings and discussions that we have had in class. **Due Friday, October 16 at 8pm.**

4) **Facilitating Philosophy**

Please write a statement describing your philosophy and goals in facilitating intergroup dialogue. It should be approximately 250-500 words long. There is no "right" or "wrong" way to do this – but consider the following questions as your approach this task: What is dialogue? What is your role as a facilitator and what does it mean to be one? How do you see the goals of dialogue as compared to other forms of communication and learning? How does your identity influence your facilitation style? **Due Friday, December 11 at 8pm.**