

EDUC 202 - Social Issues/Intergroup Dialogue

Gen Ed: DU & SB - 4 Credits

Spring 2020

Race Ethnicity Dialogue Section # 1

Day and Time

Thursdays 4:00 - 6:30 pm. (January 30th to April 16th)

Saturday, February 22nd, 2019 9:00 am - 5:00 pm

Location

Furcolo Hall 101

Facilitators

Michelle Youngblood

(she/her/hers)

Molly Barrett

(she/her/hers)

Course Director

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(she/her/ella)

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E [REDACTED]

Office hours: Thursdays 1:00 PM to 3:00 PM

Course Teaching Assistant

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(he/him/his)

Furcolo Hall (Desk S126-6)

E [REDACTED]

Office hours: Tues. & Thurs. 1:30 PM to 3:30 PM

Recommended Text

Johnson, A.G., (2018). *Privilege, Power, and Difference*. (3rd Edition). New York, NY: McGraw-Hill.

Two copies of the book are available for a short-term loan in person at the Circulation Reserves desk in DuBois Library. All other course materials are available on our course Moodle page.

Course Description

In a culturally and socially diverse society, discussion about issues of difference, conflict and community is needed to facilitate understanding between social/cultural groups. In this intergroup dialogue, you will actively participate in semi-structured, face-to-face meetings with other students from other social identity groups. You will learn from each other's perspectives, read and discuss relevant reading material, and explore your own and other groups' experiences in various social and institutional contexts. You will also explore ways of taking action to create change and bridge differences at the interpersonal and social/community levels. You will expand on in-class learning through readings, weekly logs, an intergroup collaboration project, and a final reflection paper. Finally, through this course, you fulfill both diversity (DU) and social and behavioral sciences (SB) general education requirements.

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Course Objectives – What we hope you will learn and do throughout this course

These course objectives are aligned with and meet the General Education diversity learning outcomes. This course is designed to encourage participants to develop skills for addressing and bridging differences in diverse social settings. Specifically, as a student in this course, you will have the opportunity to:

- Describe and practice intergroup dialogue skills, for example using the six building blocks of dialogue: voicing, respect, deep listening, suspend judgement, identify assumptions, reflection and inquiry
- Develop an increased awareness of yourself as an individual, and as a member of racial/ethnic social group(s) and how this impact your experiences and perspectives in systems of advantage base on race
- Learn more about your own and others’ multiple social identities, cultures, histories, and experiences
- Explore commonalities and differences across and within racial/ethnic boundaries
- Address the impact of individual, group, and institutional racism on race/ethnic relations in a US context
- Identify, plan, and take actions that contribute toward the creation of inclusive and just communities through applying the knowledge, awareness, and skills gained in class

Respect, Diversity and Inclusion

Hopes and Vision Statement

At UMass Amherst we are committed to creating a campus community of RESPECT, CARE, COMPASSION, CONNECTION, and ACTIVE ENGAGEMENT. For the EDUC 202 team, this means that we envision this course as a supportive and inclusive learning community where we can share experiences, engage critically with relevant texts, ask big questions, and discuss our thoughts and ideas. In this course, everyone’s voice matters and has something of value to contribute to the dialogue learning experience. Respecting different experiences, beliefs, and values expressed by others is an expectation in this course. To that end, together, we will collaboratively set guidelines for working together and hold ourselves and our community accountable to upholding these.

This will be a highly interactive class that relies on your thoughtful contributions. There will be readings and video assignments, regular writing logs, experiential and reflective learning opportunities, and a collaborative group action project. Beyond that we hope that this course will encourage you to develop and deepen your awareness and critical consciousness about issues of equity and social justice, providing you with skills and inspiring your commitment to work towards social change.

Course Accessibility, Accommodations and Inclusive Learning Statement

Your success in this class is important to us. The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), you may be eligible for reasonable academic accommodations to help you succeed in this course. Please notify the course instructor, Prof. Zúñiga, as early as possible in the course so that we may make arrangements in a timely manner. You can find information on services and how to register with Disability Services on their website: www.umass.edu/disability. The Disability Services office is located in 161 Whitmore Administration Building, phone 413-545-0892.

We all learn differently and bring different strengths and needs to the class. If there are aspects of the course that prevent you from learning or make you feel excluded, please let us know as soon as possible. Together, we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus, including:

- the [Writing Center](#),
- the [Learning Resource Center](#),
- [Student Success](#)
- the [Center for Counseling and Psychological Health \(CCPH\)](#) and
- the [English as a Second Language \(ESL\) Program](#).

Names and Pronouns

Everyone has the right to be addressed and referred to by the name and pronouns that correspond to their identity, even if they differ from what appears on the roster. Students can indicate their preferred/chosen first name and pronouns on SPIRE, which appear on class rosters. Please let your co-facilitators know what name and pronouns we should use for you if they are not on the roster. A student's chosen name and pronouns are to be respected at all times in the classroom. Class rosters are provided to the co-facilitators with the student's legal name and "nickname", if you have provided such information on SPIRE and/or placement form. The co-facilitators will never read this list out loud in class and will gladly honor your request to address you by your preferred name and gender pronoun. The co-facilitators recognize that people use different names and gender pronouns for a variety of reasons and that they may change over time. You will have the opportunity to verbally introduce yourself to your classmates. All students are expected to address one another according to these **introductions. For more information:** <https://www.umass.edu/stonewall/pronouns>

Religious Observance

Students who miss class for religious holidays are exempt from any penalties if, in accordance with university policy and state law (see below), they notify the instructor in advance. Student's assertion of the need to be absent from class for religious reasons is therefore accepted. Students are required to notify instructors in advance that they will miss class in order to observe a religious holiday. University policy and Massachusetts state law require faculty to offer make-up assignments or exams to students who are absent for religious observance. For more information, please see the Academic Religious Observance Policy at: <https://www.umass.edu/religious-observance>

Communication

In this highly interactive course communication is vital. The teaching team will communicate with you via your UMass Amherst email address and through Moodle. Emails may include important content such as assignment due date changes, reading assignment changes, and class meeting location changes. The best method of contacting me is via email (xzuniga@educ.umass.edu). **Note: All assignments should be submitted on Moodle.**

Difficult Moments

Talking about race and ethnicity, especially in public settings, can be uncomfortable and is something many of us have not had practice doing, particularly in multi-racial groups. There may be points in the semester when our class conversations are difficult for each of us for different reasons. Some students have found it challenging to take in content and information that is unfamiliar or stretches our understanding of ourselves and our society in new ways. It is not unusual for conflicting emotions to arise, especially when talking about race in a racially diverse setting

The EDUC 202 team knows that we will all get better at these “difficult moments” in time, and we encourage you to stay with the process. In this class we have an opportunity to gain more experience in communicating with and across our differences. Let’s try to keep the lines of communication open. We invite you to talk to your section leaders and the teaching team during our office hours. Teaching Assistant office hours are Tuesdays and Thursdays 1:30-3:30pm in Furcolo South near S136 and Professor’s office hours are Thursdays 1pm-3pm in Furcolo S136. You can also send us an email and let us know how the course is going for you at any time. Your feedback is important to our teaching and to your classmates’ learning.

Computers, Cell Phones and Other Electronic Devices

While using computers and other electronic devices in class opens new learning possibilities for students, it can also be distracting.

Please use your electronic devices only for class related purposes, such as during lecture/notetaking times and if you need them as a means to make course content accessible.

Please set your phone on silent (not on vibrate) in class. If there are significant circumstances, such as a family emergency for which you may need to answer a phone call, please let your facilitators know before the start of class and put your phone on vibrate so you can quietly exit class and answer the call.

In addition, no portion of the class can be audio or video recorded without my and your fellow students’ consent. Doing so violates other students’ privacy and could inhibit other students’ participation and interfere with their learning. These expectations will help you maintain focus in class as well as allow privacy in the space for open dialogue.

Crises and Campus Resources

Crises happen. We don’t always have control over what happens to us, but we do have control over how we respond. If you have a crisis, please let us know as soon as possible so we can discuss accommodations, grant you extensions, and support you in seeking help from the relevant offices on campus

If you are undergoing a difficult situation, experiencing personal problems or situational crisis, consider contacting the following campus services for help, support, and advocacy:

- Office of [Student Life](http://www.umass.edu/stuaf/) (<http://www.umass.edu/stuaf/>)
- [Center for Counseling and Psychological Health \(CCPH\), Middlesex House, located at 111 County Circle](#), this service is free for UMass Amherst students and confidential.

Moodle Learning System

This course relies heavily on the use of Moodle. The course syllabus, assignments, readings, and the course calendar can be found on Moodle. Please upload all assignments to the course Moodle. Post all written work using a Word (.doc or .docx) format. If you are unsure about how to use Moodle or are encountering problems, please visit the Moodle help section on the Information Technology webpage:

<https://www.umass.edu/it/support/moodle/help-students>

Course Expectations and Assignments

Attendance and Participation (22 points – 2 points per class session)

Since much of the learning takes place during the weekly meetings of this dialogue class, attendance and participation are vital. It is important that you come prepared every week to comment on the readings, actively participate in discussions and activities, and share your experiences and perspectives. Active participation does not just mean talking. It means engaging thoughtfully with the course material and the other participants. If you are talkative, challenge yourself to listen more. If you are a quiet person, consider challenging yourself to speak up in small and large groups.

Each class is worth 2 points. The Saturday Retreat is worth two class sessions (4 points) as the day is from 9am-5pm. Please refer to the attendance policy regarding tardiness and excused and unexcused absences for detailed guidelines and expectations. The attendance policy can be found below. Should an emergency arise (illness, accident, etc.) that prevents you from attending a session, it is your responsibility to contact one of the facilitators at least by 2pm before class, unless dire circumstances prevent you from doing so.

Attendance Policy

This class meets on Thursdays from 4:00 pm - 6:30 pm beginning on January 30th and ending on April 16th. On **Saturday, February 22nd**, the class will meet from **9 am - 5 pm**. Because of this longer Saturday session, there will be **no class on Thursday February 20th**. Should you have to miss a class, it is your responsibility to contact the course director (Professor Zúñiga) and one or both facilitators by 2pm before class, unless a dire emergency arises. In cases of an emergency that prevents you from attending a specific session, please contact Professor Zúñiga as soon as possible.

1. For each absence, excused or unexcused, two (2) points will be deducted from your attendance and participation score.
2. Excused Absences: The full two (2) points can be earned back for each excused absence through the completion of make-up work. Excused absences include religious observances, illness supported by medical documentation, family emergencies, etc. Guidelines for make-up assignments will be posted on Moodle. Make up work is **due within two (2) weeks of a missed class**. Please submit a hard copy of your make-up assignment to your section facilitators. *If you are having difficulty completing the make-up work by the due date for an excused absence, please contact the course director, Ximena Zúñiga, at xzuniga@umass.edu. Exceptions will be made on a case-by-case basis.
3. Unexcused Absences: Two (2) points will be deducted from your attendance and participation score for each unexcused absence. Make-up work is **not** available for unexcused absences.
4. This class will begin on time. Half a point (0.50) will be deducted from your attendance and participation score for each class to which you arrive late. If you are more than 15 minutes late, for three classes, it will be equated to one unexcused absence. This course is highly participatory, and every conversation and your input is part of the core of the class.
5. **PLEASE NOTE** that we have only 11 classes and the Saturday Retreat counts (if missed) as TWO (2) absences (either excused or unexcused). If you have three (3) absences (excused or unexcused), you will have missed almost one third of the class and will be in danger of failing the course.

Reading Assignments

In most cases, you will be asked to read 35-40 pages per week. Weekly reading assignments help you get prepared for the upcoming dialogue session. Reading assignments must be completed by the class session for which they were assigned. Assigned readings can be found on Moodle. You can also find the weekly reading assignments in the [Course Readings & Assignments Per Class Session](#) section of this syllabus.

Meaningful intergroup dialogue relies on ongoing preparation and thoughtful reflections. It is vital that you come prepared each week to comment on the readings and share your reactions to them in class.

Writing Assignments

You will write short assignments on a weekly basis. For detailed descriptions of your log assignments and other short written assignments refer to Moodle in the corresponding section. You can also find the information and due dates for your writing assignments in the [Course Readings & Assignments Per Class Session](#) section of this syllabus. You will also plan and implement a team action project and write a Final Reflection Paper (guidelines for the final paper are also on Moodle).

If you are concerned about your writing, we strongly encourage you to visit the [Writing Center](#) early in the semester or get help as needed on your writing. On occasion, we may require that students visit the Writing Center before handing in a written assignment. The Writing Center is located in the Learning Commons in the W.E.B. DuBois Library and is open Monday through Thursday from 10 AM to 10 PM, Friday from 10am – 4pm, closed Saturday, Sunday 2pm – 10pm.

Please note that you will be expected to submit most of your assignments (logs, testimonial, final paper) on Moodle and provide hard copies in class. We will collect your ICP action project team proposal and progress report in class.

All written assignments must follow the directions provided and incorporate readings. Those readings must be cited. There is also an expectation that the Final Reflection Paper includes a reference page. Please cite the readings using APA format (see [APA citation style format guide](#) attached to the syllabus and on Moodle).

Log Assignments (36 points – 9 Logs, 4 points each)

Due dates: In Moodle by 8PM on the Monday before each class.

Exception: The log due before Saturday Retreat will be due on Wednesday, February 19th by 8 PM.

Logs are designed to help you prepare for the next class session. Most log assignments will be divided into two parts. Part I will ask you to reflect on your thoughts, feelings, and experiences sparked by the previous dialogue session in 1 or 1 ½ pages. Part II will ask you to address readings and carefully describe, define, and summarize key ideas or concepts or compare/analyze some of the issues raised in the readings in an additional 1 ½ to 2 pages.

Logs should be at least three (3) pages in length, typed, double-spaced, use 12-pt Times New Roman font, and one-inch margins. Logs should use APA style format for in-text citations and references. The page lengths listed next to the log questions are recommendations to help you organize how to structure the length of your responses to the questions; they are not precise requirements.

Grading of the Logs

Each log will be reviewed by your section facilitators and occasionally by the course Teaching Assistant and Course Director. Each log earns a total of four (4) points.

A log will receive the full four points if it is submitted on time, uses APA style format for in-text citations (see APA citation style format guide attached to the syllabus and on Moodle), adequately addresses the questions, and discusses at least three (3) of the assigned readings. One point will be deducted for lateness. The logs are worth 36 points total. Consider your first log as an opportunity to practice log writing. You will receive the full four (4) points for completing the assignment on time and will receive detailed feedback. All other logs will be graded on the criteria below and worth up to four (4) points.

Please note that you will not receive credit for logs that are turned in more than one week late.

To submit your log:

- 1) Click on the **Log Assignment** link.
- 2) Scroll down to the bottom of the page and click on **Add Submission**.
- 3) Scroll down to the bottom of the page and paste your log in the textbox provided and click **Save Changes**. **Attach a .doc or .docx copy of your submission as well.**

Criteria & Grading Rubric for Weekly Logs

1 point	Clear writing and organization
1 point	Discusses and incorporates at least three readings; Uses APA style format for in-text citations
1.5 points	Adequately answers the assigned questions (in a minimum of three pages)
0.50 point	Gives detailed examples from class, personal experiences, and observations (media, school, family, etc.) to make a point
-1 point	Handed in late (within one week)
4 points	Total possible points

Extra Credit Opportunity

There will be ten (10) log prompts throughout the semester. You are allowed to drop one (1) of these logs without penalty, except logs three (3) and four (4). If you do not drop a log, the extra log that you are writing will be considered for extra credit not to exceed the 100-point grading scale.

Testimonial Assignment (5 points)

Testimonials are a way of conveying our own stories, in our own words. You will read a number of testimonials in preparation for writing your own. On Saturday, February 23rd, we all will be sharing our own “testimonials” in class. We would like you to write your story in preparation for the long day session (and bring a paper copy to class to support your story as needed). This assignment is due on Moodle on **Friday February 22nd, by noon**. See the full Testimonial Assignment description on Moodle for details about this assignment. **Note:** Log 3 is due Thursday, February 20th by 8pm.

You will receive the full five points if your testimonial is turned in on time and adequately addresses the guiding questions written above. One point will be deducted for lateness. You will not receive credit if this assignment is submitted more than a week late. Please cite the readings you reference using APA format (see APA citation style format guide attached to the syllabus and additional resources on Moodle).

Intergroup Collaboration Project (15 points)

The *Intergroup Collaboration Project* (ICP) is an opportunity for you to build and implement an action project as part of your intergroup dialogue experience. The project involves working closely with a small group of your classmates over a six-week period. Your project might be something like collectively writing a letter to a newspaper or public official, actively addressing a campus issue, or organizing an event for your residence hall

or student organization. We will develop the project in steps throughout the term culminating in an in-class group presentation during Session 9 (April 9th). The ICP will be graded as follows:

- 4 Points for the Group Proposal, due March 11th by 8PM on Moodle
- 6 Points for the Progress Report, due April 1st by 8PM on Moodle
- 5 Points for the In-Class Group Presentation, completed in class on April 9th

Detailed guidelines and grading criteria will be distributed in class on March 5th and will also be posted on Moodle.

Final Paper (20 points)

An 8 to 10-page (typed, double-spaced, 12-point font, 1-inch margins) self-reflection paper is due on Friday, April 17th by 5pm. **You will submit one copy of your paper through Moodle and two hard copies at S136 Furcolo Hall.** If you would like your paper back, please attach a self-addressed and stamped envelope to your printed copy so we can mail your paper to you once the semester ends.

In your final paper you will reflect back on the semester and write about your experience of the group's process and your role in it, what/how you learned in this course, your experiences of differences and disagreements, your experiences of similarities, and how you have applied or intend to apply what you have learned. You will be encouraged to draw from your logs, testimonial, and class discussions. Detailed guidelines and grading criteria will be distributed in class and will also be available on Moodle.

Distribution of Assignment Grades to Course Grade

<u>Assignment</u>	<u>Due Date</u>	<u>Points</u>
9 of 10 logs	Every Monday by 8PM *Except Log 3 due Wednesday before the Saturday Retreat You may drop one (1) log except for logs 3 and 4	36 Points Total
Testimonial	Friday, February 21 st by 8PM	5
Final Paper	Friday, April 17 th by 5PM -Upload to Moodle -2 hard copies to Furcolo S136 (Dr. Zúñiga's office) for an extra point on your final paper	20 +1 extra credit
ICP	Proposal: Wednesday, March 11 th by 8PM	4 points
	Progress Report: Wednesday, April 1 st by 8PM	6 points
	Presentation: Thursday, April 9 th in class	5 points
Attendance & Participation	Each class worth 2 points Each absence: -2 points. Excused Absences: If you complete make-up work within 2 weeks you earn the 2 points back.	24 points
Total		100

Grade Scale

93 – 100 credits = A	80 – 82.5 credits = B-	67 – 69.5 credits = D+
90 – 92.5 credits = A-	77 – 79.5 credits = C+	63 – 66.5 credits = D
87 – 89.5 credits = B+	73 – 76.5 credits = C	Below 63 F
83 – 86.5 credits = B	70 – 72.5 credits = C-	

Incomplete Policy

By enrolling this course, you are expected to complete all coursework by the due dates. Therefore, “Incompletes” (INC), are granted only under extreme circumstances. “Incompletes” (INC), in lieu of letter grades, will only be granted under the following circumstances: you have already completed at least 75% of the coursework AND you have conferred with the course instructor prior to the end of the semester. If your request for an INC is granted, both you (the student) and the instructor will sign a written agreement that outlines the outstanding assignment(s) to be completed and the date by which all outstanding work must be submitted. If you fail to meet the terms of the agreement, you will be assigned a final grade based on your previously graded assignments. The assigned grade will become the Final course grade, and the course will be deemed completed.

If you experience extreme circumstances (medical, psychological) prior to completing at least 75% of the coursework, you or your representatives must submit valid documentation released by a licensed medical or psychological professional summarizing the circumstances to be considered for a grade of INC. your request is granted, the process outlined above will then apply.

Academic Honesty Statement

We want our learning environment to be honest and fair. UMass Amherst has an [Academic Honesty Policy](#) that includes cheating and plagiarism as forms of dishonesty.

What is [plagiarism](#)? Generally speaking, it is any attempt to take credit for work done by another person. Yet, all scholars rely on the work of others to shape their own knowledge and interpretations.

This means: In your writing, you must acknowledge the importance of other works through footnotes and/or direct textual references to influential books, articles, media texts (yes, including Internet resources!), and ideas.

When you...

- use other people’s sentences, words, or concepts...
- summarize or paraphrase ideas or opinions...

you need to use quotation marks and/or cite your source.

Working with a professor, tutor, or friend to clarify your ideas and organization for a paper or presentation is generally not plagiarism. Using an outline or thesis given to you by someone else without substantial modification is plagiarism.

If you have any questions about what may constitute plagiarism, please consult with me and/or our Writing Center: [Writing, Plagiarism, & Academic Honesty at Umass Amherst Writing Center](#). [Purdue Owls Online Writing Lab](#) also provides a comprehensive guide related to plagiarism.

And here is a link to the [Academic Dishonesty Guide for Students](#).

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts - Amherst.

Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. **Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent.**

Please read the Academic Regulations 2018-2019 Booklet (available online at www.umass.edu/registrar) for information about Academic Honesty, Grading, Attendance, Examinations, and Absences due to Religious Observance. Absences due to Religious Observance do not excuse you from completing assignments.

Class Schedule

WEEK	DATE ¹	TOPIC	ASSIGNMENT DUE ²
1	January 30 th	Orientation to the class	
2	February 6 th	Session 1: Creating an Environment for Dialogue	<ul style="list-style-type: none"> Assigned Readings Log 1 (Upload to Moodle)
3	February 13 th	Session 2: Centrality & Complexity of Identity	<ul style="list-style-type: none"> Assigned Readings Log 2 (Upload to Moodle) Student Needs Assessment (Upload to Moodle)
4	Saturday February 22 nd	Session 3: Exploring Differences & Commonalities	<ul style="list-style-type: none"> Assigned Readings Log 3 Due Wednesday February 19th by 8pm (Upload to Moodle AND bring printed copy to class) Testimonial Due Friday, February 21st by Noon (Upload to Moodle AND bring printed copy to class)
5	February 27 th	Session 4: Systems of Oppression & Privilege	<ul style="list-style-type: none"> Assigned Readings Log 4 (Upload to Moodle)
6	March 5 th	Session 5: Intergroup Collaboration Project (ICP)	<ul style="list-style-type: none"> Assigned Readings Log 5 (Upload to Moodle)
7	March 12 th	Session 6: Hot Topic # 1	<ul style="list-style-type: none"> Assigned Readings Log 6 (Upload to Moodle) Final ICP Proposal (Upload to Moodle)
NO CLASS MARCH 19TH		SPRING BREAK	
8	March 26 th	Session 7: Hot Topic # 2	<ul style="list-style-type: none"> Assigned Readings Log 7 (Upload to Moodle)
9	April 2 nd	Session 8: Open Topic & ICP Presentation Team Planning	<ul style="list-style-type: none"> Assigned Readings Log 8 (Upload to Moodle) ICP Progress Report (Upload to Moodle)
10	April 9 th	Session 9: ICP Teams Class Presentations	<ul style="list-style-type: none"> Assigned Readings Log 9 (Upload to Moodle) ICP Presentation- Due in class
11	April 16 th	Session 10: Where do we go from here? Celebrating Our Learning	<ul style="list-style-type: none"> Assigned Readings Log 10 (Upload to Moodle)
FINAL PAPER	Friday April 17th	Final Paper Due Friday April 17th at 5PM	Upload to Moodle by 5PM Bring 2 hard copies to S136 Furcolo Hall (South side)

¹ All class sessions meet on TH 4:00 – 6:30 PM with exception of session 4 which meets on Saturday Retreat, Feb 22nd, 9 am - 5pm

² All assignments are due on Moodle the Monday before the class session by 8pm except for the Saturday Retreat.

Course Readings & Assignments Per Class Session

PLEASE NOTE: All readings are required unless otherwise noted (e.g. choose 2 testimonials)

Orientation Session – Thursday, January 30th: Orientation to the Class

Key Concepts: dialogue, engaged pedagogy

Assignments Due:

Reading Assignment:

- hooks, b. (2010). Engaged pedagogy In *Teaching critical thinking: Practical wisdom* (pp. 19-22). New York, NY: Routledge. (4 pages)

Session 1 - Thursday, February 6th: Creating an Environment for Dialogue

Key Concepts: personal identity, dialogue and debate, critical thinking, dialogues across difference, intergroup dialogue

Assignments Due: Log 1 (On Moodle)

Reading Assignment:

- Anderson, M.D. (2017, September 5). Do Conversations About Race Belong in the Classroom? *The Atlantic*. Retrieved from: <https://www.theatlantic.com/education/archive/2017/09/beverly-daniel-tatum-classroom-conversations-race/538758/> (7 pages)
- Johnson, A. (2018). Chapter 1: We're in Trouble. In *Privilege, power, and difference* (3rd ed., pp. 1-11). New York, NY: McGraw-Hill. (11 pages)
- Weiler, J. (1994). *Finding a shared meaning: Reflections on dialogue, an interview with Linda Teurfs*. Retrieved from http://seedsofunfolding.org/issues/04_06/features_1.htm (4 pages)
- Zúñiga, X. (2003). Bridging differences through dialogue. *About Campus*, January-February 8-16. (8 pages)

Note: Log 1 must be a minimum of 3 pages.

LOG #1 (*low stakes – pass/fail grading*)

Due Monday, February 3rd at 8PM on Moodle

We are so glad you choose to enroll in this race/ethnicity intergroup dialogue course. One of the main purposes of this general education diversity course is to encourage and support engaged conversations across race/ethnicity and other social group boundaries. More specifically, this course is designed to encourage and support participants to develop intergroup skills to address and bridge differences toward building more inclusive communities on campus and in their own communities.

This first log assignment is a *low stakes assignment* and is *graded pass/fail*. You will receive full credit if the assignment is thoughtfully completed and submitted on time. It asks you to reflect on some of your experiences

that led you join this class and to consider some questions that will help you to prepare for Session 1. Please refer to the grading rubric outlined on pages 4-5 of the syllabus *before writing your log*.

PART I: REFLECTION ON COURSE & READINGS (~1.5 PAGES)

1. What brings you to this course? What are two of your learning goals for this intergroup dialogue course? Why did you choose these goals?
2. This course relies on an engaged pedagogy approach (see last week's reading by bell hooks, called "Engaged Pedagogy") to encourage meaningful communication across differences, which can be rewarding and challenging for everyone. Consider and answer the following:
 - Have you ever tried to be friends or team up with people from a gender, racial/ethnic, class, religious, etc. background very different from your own? What happened?
 - If you have not had such an experience, why do you think that is?
3. Based on your past experiences **and** the assigned readings, how would you describe dialogue and how would you describe debate? What do you feel is the most significant difference between them?

PART II: REFLECTION ON COURSE STRUCTURE & SYLLABUS (~ 1.5 PAGES)

In this intergroup dialogue course, you will have the opportunity to participate actively in semi-structured, face-to-face weekly dialogue sessions with students from other social identity groups. You will learn from the perspectives of others and explore your own and others' experiences through dialogue, readings, and the writing of reflection logs.

1. Based on what you know about how the class is structured, how do you feel about engaging in conversations about race and ethnicity in a diverse group? What do you anticipate being challenging? What are some possible areas of strength for you?
2. Review the syllabus and ensure that all policies (attendance, grading, etc.) are clear. Then, reflect on the following:
 - Why might attendance be so important in this class?
 - What are some questions about this experience you have for your facilitators?

Session 2 - Thursday, February 13th: Centrality and Complexity of Identity

Key Concepts: personal identity, social identity, social group membership, targeted and privileged social groups, multiple social identities, active listening and interactive communication

Assignments Due: Log 2 (On Moodle)

Reading Assignment:

HISTORY, THEORIES, SOCIAL CONTEXT AND CONCEPTS

- Adichie, C. (2009, July). *Chimamanda Adichie: The danger of a single story* [Video file]. Retrieved from http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html (**19 min.**)
- Johnson, A. (2018). Chapter 2. Privilege, oppression, and difference. In *Privilege, power, and difference* (3rd ed., first section, pp. 12-20). New York, NY: McGraw-Hill. (**8 pages**)

- McCormick, D.W. (1999). Listening with empathy: Taking the other person's perspective. In A. L. Cooke, M. Brazzel, A. S. Craig, B., & Greig (Eds.), *Reading book for human relations training* (8th ed., pp. 57-60). Arlington, VA: NTL Institute. **(4 pages)**
- Shlasko, D. (2017). Getting pronouns right and what it teaches us about gender. In *Trans allyship workbook: Building skills to support trans people in our lives*. (pp. 32-38). Madison, WI: Think Again. **(7 pages)**
- Tatum, B. D. (2018). The Complexity of Identity, Who am I? In *Why are All the Black Kids Sitting Together in the Cafeteria?* (20th Anniversary Edition, pp. 99-108). New York, NY: Basic Books. **(9 pages)**

CHOOSE TWO OF THE FOLLOWING TESTIMONIALS, VIDEOS OR ESSAYS FROM THE FOLLOWING LIST:

- Anzaldúa, G. (2018). La consciencia de la mestiza: Towards a new consciousness. In M. Adams, W. J. Blumenfeld, D.C.J. Catalano, K.S. DeJong, H. W. Hackman, L.E. Hopkins, B.J. Love, M. Peters, D. Shlasko, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (4th ed, pp. 102-106). New York, NY: Routledge. **(4 pages)**
- Arminio, J. (2000). Waking up white. *About Campus*. 57, 29-30. **(2 pages)**
- Camilli, L. (2015). Andrea Gibson- A Letter To White Queers, A Letter to Myself. Youtube. [Video File]. Retrieved from: <https://www.youtube.com/watch?v=gpBUenMIe8U> **(6:03 min.)**
- Lyiscott, J. (2014). 3 ways to speak English. TEDSalon, NY. [Video File]. Retrieved from: https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english?c=169268 **(4:24 min.)**
- PBS Newshour. (2016). Novelist Tommy Orange explores range of native experiences. [Video file] Retrieved from <https://www.pbs.org/video/tommy-orange-1532649629/> **(6 min.)**
- Race Forward. (2016). #RaceAnd: Hye Yun Park [Video file]. Retrieved from <https://www.youtube.com/watch?v=7OPf49u5sEU>. **(4 min.)**
- Romero, R. (2018). *A Partial Life Story*. Oceanmouth Publishing **(1 page)**
- Root, M.P. (2010). 50 experiences of racially mixed people. In M. Adams, W. Blumenfeld, H. Hackman, M. Peters, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (2nd ed., pp. 98-99). New York, NY: Routledge. **(2 pages)**
- Staples, B. (2005). Just walk on by: A Black man ponders his ability to alter public space. In E. Disch, (Ed.). *Reconstructing gender: A multicultural anthology* (pp. 165-168). Mountain View, CA: Mayfield Publishing. **(4 pages)**
- Tejada, D. (2014, January 28). *What it Means to be AfroDominicana*. Retrieved from <http://www.blackgirldangerous.org/2014/01/means-afrodominicana/> **(2 pages)**
- Wong, N. (1995). When I was growing up. In A. Kesselman, L. D. McNair, & N. Schniedewind (Eds.), *Women, images and realities : A multicultural anthology* (p. 97). Mountain View, CA : Mayfield Publishing. **(1 page)**

LOG #2 (normal 1- 4 points grading scale)
Due Monday, February 10th at 8PM on Moodle

PART I: REFLECTING ON HOPES & CONCERNS (~1 page)

Consider the “Hopes and Concerns” activity we did during Session 1. Think about your own and others’ hopes and concerns (and those you might have chosen not to share). If you were absent, consider what you would have shared. Based on this information, address the following:

1. What do you need from **yourself** and the **group** to participate effectively in intergroup dialogue? In other words, what will best facilitate your ability to share your own thoughts and experiences? What will best facilitate your ability to listen to the thoughts of others which you may find inspiring, challenging, or unsettling?

PART II: REFLECTING ON PERSONAL & SOCIAL IDENTITIES
(~2 pages)

Before you write this portion of the log, please complete the following:

- **Revisit** the **personal identify wheel** you completed in session 1, and fill out the **social identity wheel** distributed in class by the facilitators (also available for download from Moodle).
- **Read** Tatum, “*The Complexity of Identity, Who am I?*”
- **Read** Johnson, “Chapter 2. *Privilege, oppression, and difference*”
- **Watch** Adichie, “*The danger of a single story*”
- **Read/watch 2 testimonials** from the list that can be found on Moodle and in your course syllabus. Please select testimonials from two *different* racial groups described in the readings.

Then, in preparation for Session 2, please respond to the following prompts:

1. Consider your racial identity. How do you think your **racial group affiliation** has influenced how you see yourself? How do you think it has influenced how *others* see and treat you? (i.e. in your family, on campus, at work, in the community)
2. Recall the two (2) testimonials you chose to read/watch for this week. Then describe why you chose these authors and explain how each author talks about how their identities impact their lives.

Session 3 - Saturday, February 22nd: Exploring Differences and Commonalities

***No Class on Thursday, February 20th. Class on Saturday, February 22nd from 9:00 am to 5:00 pm.**

Key Concepts: cycle of socialization, racial/ethnic identity, multiple social identities, stereotypes, prejudice, discrimination, targeted and privileged identities, racism, white privilege, whiteness, internalized oppression

Assignments Due:

- Log 3** due on Moodle Wednesday, 02/19 by 8:00 pm & **hard copy in class**
- Testimonial** due on Moodle, Friday 02/21 by Noon & **hard copy in class**

Reading Assignment (2 classes worth of readings)

HISTORY, THEORIES, SOCIAL CONTEXT AND CONCEPTS

- Bell, L. A., Funk, M. S., Joshi, K. Y., & Valdivia, M. (2016). Racism and white privilege: Introduction and definition of key terms. In M. Adams, L. A. Bell, D. J. Goodman, & K. Y. Joshi (Eds.), *Teaching for diversity and social justice* (3rd ed., pp. 133-139). New York, NY: Routledge. **(7 pages)**
- Brown, B. (2012). *Brene Brown at TEDx Houston: The Power of Vulnerability* [Video file]. Retrieved from <https://www.youtube.com/watch?v=X4Qm9cGRub0> **(20 min.)**
- Dalmage, H. (2003). Patrolling racial borders. In M. Kelley & Root, P. (Eds.), *Multiracial child resource book: Living complex realities* (pp. 19-24). Seattle, WA: Mavin Foundation. **(6 pages)**
- Harro, B. (2018). The Cycle of Socialization. In M. Adams, W. J. Blumenfeld, D.C.J. Catalano, K.S. DeJong, H. W. Hackman, L.E. Hopkins, B.J. Love, M. Peters, D. Shlasko, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (4th ed, pp. 27-34). New York, NY: Routledge. **(7 pages)**
- Johnson, A. (2018). Chapter 2. Privilege, oppression, and difference. In *Privilege, power, and difference* (3rd ed., second section, pp. 20-34). New York, NY: McGraw-Hill. **(15 pages)**
- Tatum, B. (2017). Defining racism: Can we talk? In *Why are All the Black Kids Sitting Together in the Cafeteria?* (20th Anniversary Edition, pp. 83-97). New York, NY: Basic Books. **(12 pages)**

CHOOSE TWO OF THE FOLLOWING TESTIMONIALS, VIDEOS OR ESSAYS FROM THE FOLLOWING LIST:

- Alexie, S. (2012). Indian Education. In *Blasphemy*. (pp. 285-293). New York, NY: Grove Press. **(8 pages)**
- Alvarez, J. (1998, Spring). A white woman of color. *Hungry Mind Review*. Retrieved from: https://writingbb.files.wordpress.com/2010/06/alvarez_white.pdf **(5 pages)**
- Coates, T. (2018). Letter to My Son. In M. Adams, W. J. Blumenfeld, D.C.J. Catalano, K.S. DeJong, H. W. Hackman, L.E. Hopkins, B.J. Love, M. Peters, D. Shlasko, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (4th ed., pp. 131- 138). New York, NY: Routledge. **(8 pages)**
- Dempsey, M.J. (2015). I'm Gay, White & Racist. Youtube. [Video File]. Retrieved from: https://www.youtube.com/watch?v=1_xgt6m1Xrs **(5:39 min.)**
- Gomaa, M. (2018) American Hijab: Why My Scarf is a Sociopolitical Statement, Not a Symbol of my Religiosity. In M. Adams, W. J. Blumenfeld, D.C.J. Catalano, K.S. DeJong, H. W. Hackman, L.E. Hopkins, B.J. Love, M. Peters, D. Shlasko, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (4th ed., pp. 126-128). New York, NY: Routledge. **(3 pages)**
- Goodman, D.J. (2015). What's a Nice White Girl to do in an Unjust World Like This? Guideposts on My Social Justice Journey. In Moore Jr., Penick-Parks, and Michael (Eds.) *Everyday White People Confront Racial & Social Injustice 15 Stories*. (pp. 89-98). Sterling, VA: Stylus. **(11 pages)**
- Kivel, P. (2002). Costs of racism to White people. *Uprooting racism: How white people can work for racial justice* (pp. 36-39). Canada: New Society Publishers **(3 pages)**
- Lorde, A. (2007). The Uses of Anger: Women Responding to Racism. In *Sister Outsider*. (Revised Edition) (pp. 124-133). Berkeley, CA: Crossing Press. **(9 pages)**

- Nguyen, V.T. (2018, November-December). American Like Me. Time Magazine. (November 26–December 3, 2018), pp. 28-34. **(5 pages)**
- Obama, M. (2018). Chapter 4. In *Becoming*. (pp. 42-52). New York, NY: Crown. **(10 pages)**
- Race Forward. (2016). #RaceAnd: Judith LeBlanc. [Video file]. Retrieved from <https://www.youtube.com/watch?v=wZ5z9QOdDzA>. **(4 min.)**
- Race Forward. (2016). #RaceAnd: Sonia Guiñansaca. [Video file] Retrieved from <https://www.youtube.com/watch?v=p4cc4LkJFjg> **(3 min.)**

LOG #3

Due Wednesday, February 19th at 8PM on Moodle

****Please bring a printed copy to Saturday Retreat**

**** NOTE:** The Testimonial Assignment is **also** due on Session 3.

- **Please write the Log Assignment first**
- **Part I of this log** is to be done **in preparation** for writing your Testimonial.

PART I: REFLECTING ON THE READINGS (~2 pages)

Before beginning this portion of the log assignment, please complete the following:

- **Read** Harro, “*The Cycle of Socialization*”
- **Read** Tatum, “*Defining Racism*”
- **Read** Bell et al., “Racism and White Privilege: Introduction and definition of terms”
- **Read** Johnson, “Privilege, Oppression and Difference”
- **Consider** how your socialization as a member of your race/ethnicity social identity group has impacted your life. Think back to your first socialization from family (those close to you), and then move to more cultural and institutional examples.

Then, address the following questions:

1. What have been **key influences** in **your own socialization** as a **racial/ethnic being**? How have you been socialized to think or not to think about your race and racism as a system of privilege and oppression?
2. **Define**, in your own words, the following terms: Privilege, Oppression, Difference, White Privilege, Racism, Racial Prejudice, Internalized Racism, Resistance
3. **Identify** how your definitions are similar to some of the authors you have read in preparation; Bell et al., Dalmage, Johnson, Tatum’s readings and ONE reading/video of your choice.

PART II: REFLECTING ON ONE TESTIMONIAL NARRATIVE (~1 page)

Choose one of the testimonials you read/watched that speaks to you most and answer the following questions:

1. What do you think the narrator’s main purpose was for creating the testimonial?
2. Were there ways you felt touched by or connected to the experiences and perspectives described by the author? If so, how so? If not, why might this be true?

Testimonial Assignment (5 points)**Due Friday, February 21st at 8 pm on Moodle******Bring a printed copy to Saturday Retreat****

Testimonials are a way of conveying your own story in your own words. You have seen a range of approaches to storytelling when you read and watched testimonials during the beginning weeks of the semester. We would like you to write *your own* story in preparation for the all-day retreat on Saturday, February 23rd. Here we will all be sharing our own testimonials in class.

Before Saturday's class, watch Brene Brown's TED Talk on vulnerability. In preparation for sharing your testimonial, consider what does vulnerability look like for you?

This assignment should be 3 pages long (typed, double-spaced, 12 point font). Your testimonial is due on Moodle by **Friday, February 21st by 8pm**. You must also bring a printed copy to class on **Saturday, February 22nd**.

Consider some of the testimonial narratives included in the readings list in preparation for Sessions 2 and 3 as illustrative examples. Also, consider themes from your Log 3 response. Remember your testimonial is a *story of yourself* you are choosing to share in our co-created space.

Guiding Questions:

- Tell us about your understanding of yourself as a person of your race/ethnicity. What is an illustrative experience you'd like to share about your racial/ethnic identity?
- How does this identity affect the person you are today? What are some feelings/emotions that come up as you think about how and what influenced your racial/ethnic identity over time?
- Pick one or two other social identities (other than your racial/ethnic identity) that are also important to the way you think about yourself (i.e. age, gender, class, sexuality, religion, (dis)ability, socio-economic class, etc.)
 - What do these identities mean to you? How do they affect the person you are today?
 - How has that meaning changed over time? What has influenced these changes in understanding?
 - What are some feelings/emotions that arise as you contemplate your understanding of these identities?

Grading Criteria:

You will receive the full five points if your testimonial is turned in on time and adequately addresses the guiding questions written above. One point will be deducted for lateness. You will not receive credit if this assignment is submitted more than a week late. Please cite the readings you reference using APA format (see APA citation style format guide attached to the syllabus and additional resources on Moodle).

Session 4 - Thursday, February 27th: Systems of Oppression and Privilege (and Resistance to Oppression)

Key Concepts: individual and social power, levels of oppression, racism, oppression, intersectionality, resistance to oppression

Assignments Due: Log 4 (On Moodle)

Reading Assignment:

History, Theories, Social Context and Concepts

- Bell, L. A., Funk, M. S., Joshi, K. Y., & Valdivia, M. (2016). Racism and white privilege: Current manifestations of racism and possible responses. In M. Adams, L. A. Bell, D. J. Goodman, & K. Y. Joshi (Eds.), *Teaching for diversity and social justice* (3rd ed., pp. 147-161). New York, NY: Routledge. **(14 pages)**
- Brave New Films (2015, April 29). *Racism Is Real*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=fTcSVQJ2h8g> **(3 min.)**
- Johnson, A. (2018). Chapter 4. Making privilege and oppression happen. In *Privilege, power, and difference* (3rd ed., pp. 47-59). New York, NY: McGraw-Hill. **(10 pages)**
- Lorde, A. (1996). There is no hierarchy of oppressions. In J. Andrzejewski (Ed.) *Oppression and social justice: Critical frameworks* (5th ed., p. 51). Boston, MA: Pearson Custom Publishing. **(1 page)**
- Schilling, M. K. (2018, December). Yes, America is Racist, Now What? Newsweek. 171 (17), pp. 18-35. **(11 pages)**

CHOOSE ONE OF THE FOLLOWING TESTIMONIALS, VIDEOS OR ESSAYS FROM THE FOLLOWING LIST:

- Estes, C.P. (n.d.) *We were made for these times*. Retrieved from http://www.grahameb.com/pinkola_estes.htm **(1 page)**
- Barakat, S. (2016). *Islamophobia Killed my Brother. Let's End the Hate*. TedWomen [Video File]. Retrieved from https://www.ted.com/talks/suzanne_barakat_islamophobia_killed_my_brother_let_s_end_the_hate **(14:48 min.)**
- Keppler Speakers. (2013, December 19). *Laverne Cox on bullying and being a trans woman of color* [Video file]. Retrieved from <https://www.youtube.com/watch?v=7zwy5PEEa6U>. **(7 min.)**
- Seattle Times. (2016). What does institutional racism mean to you? [Video file]. Retrieved from <https://projects.seattletimes.com/2016/under-our-skin/#> **(6 min.)**

Session 5 - Thursday, March 5th: Intergroup Collaboration Action Planning and Introduction to the ICP Assignment

Key Concepts: spheres of influence, action continuum, authentic relationships across differences, collaboration, communication, envisioning change, action planning

Assignments Due: Log 5 (On Moodle & Hard Copy)

Reading Assignments

INTERGROUP LEADERSHIP AND COLLABORATIVE ACTION SKILLS

- Bidol, P. (1986). Interactive communication. In I. Bardwell, P. Bidol, & N. Manning (Eds.), *Alternative environmental conflict management approaches: A citizen's model* (pp. 205-208). Ann Arbor, MI: University of Michigan School of Natural Resources. **(4 pages)**
- Fujishin, R. (2007). Working in a group. In *Creating effective groups: The art of small group communication* (2nd ed., pp. 1-11). New York, NY: Rowman & Littlefield. **(11 pages)**
- Starhawk (2011). Definitions of power. In *The empowerment manual: A Guide for collaborative groups* (pp. 44-50). Gabriola Island, CA: New Society Publishers. **(5 pages)**

VISIONS FOR CREATING CHANGE

- Bell, L. A., Funk, M. S., Joshi, K. Y., & Valdivia, M. (2016). Racism and white privilege: Moving toward justice. In M. Adams, L. A. Bell, D. J. Goodman, & K. Y. Joshi (Eds.), *Teaching for diversity and social justice* (3rd ed., pp. 161-162). New York, NY: Routledge. **(2 pages)**
- Johnson, A.G., (2018). What it has to do with us. In *Privilege, Power, and Difference*. (3rd ed., pp. 66-75). New York, NY: McGraw-Hill. **(9 page)**
- Lyiscott, J. (2019). Vision driven justice. In Lyiscott, J., *Black appetite. White food.: Issues of race, voice, and justice within and beyond the classroom* (11-19). New York, NY: Routledge

CREATING CHANGE: PLEASE CHOOSE 2 OF THE FOLLOWING EXAMPLES:

- Geller, S., (2017). Anti-racism workshop teaches tactics to fight oppression in community. UMASS Daily Collegian. Retrieved from: <http://dailycollegian.com/2017/02/25/anti-racism-workshop-teaches-tactics-to-fight-oppression-in-community/> **(1 page)**
- Estes, C.P. (n.d.) *We were made for these times*. Retrieved from http://www.grahameb.com/pinkola_estes.htm **(1 page)**
- Love, B. (2010). Developing a Liberatory Consciousness. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. Hackman, M. Peters, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (2nd ed., pp.599-603). New York, NY: Routledge. **(5 pages)**
- Peacock, J. (2018). A journey of belonging: Embodying white antiracism as an ancestral practice. In Peacock, J. *Practice showing up: A guidebook for white people working for racial justice* (11-16).

- Southern Poverty Law Center (2017). *SPLC on campus: A guide to bystander intervention*. Retrieved from: https://www.splcenter.org/sites/default/files/soc_bystander_intervention_guide_web_final.pdf (7 pages)

Session 6 - Thursday, March 12th: Hot Topic #1: Race and Racism on Campus

Key Concepts: listening, asking questions, microaggressions, racial campus climate, institutional racism, race/ethnic relations, safe/brave spaces, and action continuum

Assignments Due: Log 6 (On Moodle) and Final ICP Proposal (On Moodle, one per team)

Reading Assignment:

INTERGROUP DIALOGUE SKILLS

- Ferguson, S. (2015, January 17). *Calling In: A Quick Guide on When and How*. Retrieved from <http://everydayfeminism.com/2015/01/guide-to-calling-in/> (6 pages)
- Zúñiga, X. (2010). Questions to help move a conversation. Adapted from Brookfield S., & Preskill, S. (2005). *Discussion as a way of teaching: Tools and techniques for democratic classrooms*. San Francisco, CA: Jossey-Bass. (1 page)

RACIAL MICRO-AGGRESSIONS; RACIAL RELATIONS AND CAMPUS CLIMATE; SAFE AND COURAGEOUS SPACES ON CAMPUS

- Ferguson, E. (2016, February 24). Whiteout: Life as a black student at UMass Amherst. *Amherst Wire*. Retrieved from: <https://amherstwire.com/14187/campus/whiteout-life-as-a-black-student-at-umass-amherst/> (5 pages)
- Harriet W. Sheridan Center for Teaching and Learning. (2020). *Microaggressions and micro-affirmations*. Brown University. Retrieved from: <https://www.brown.edu/sheridan/microaggressions-and-micro-affirmations-0> (1 page)
- Guerrero, A. (2014). Being a Queer Person of Color Means. [Video]. Retrieved from: <https://www.youtube.com/watch?v=ngYQFuHC0-M> (10:50 min.)
- HERI, (2018). Campus Conversations. [Infographic]. Retrieved from: <https://heri.ucla.edu/infographics/DLE-2018-Infographic-Customizable.pdf> (1 page)
- McCabe, J. (2009). Racial and gender micro-aggressions on a predominantly White campus: Experiences of Black, Latina/o and White undergraduates. *Race, Gender & Class*, 16(1-2), 133-143. (11 pages)
- Nietzel, M.T. (2019). Five Takeaways from the ACE Report on Race and Ethnicity in Higher Education. Retrieved from: <https://www.forbes.com/sites/michaelnietzel/2019/02/15/five-takeaways-from-the-ace-report-on-race-and-ethnicity-in-higher-education/> (3 pages)
- Office of Institutional Research. *UMass at a glance 2019-2020* [Class handout]. Retrieved from https://www.umass.edu/oir/sites/default/files/publications/glance/FS_gla_01.pdf (1 page)

- Pope, R. L. and LePeau, L.A. (2012). The Influence of Institutional Context and Culture. In J. Arminio, V. Torres, R. Pope (Eds.), *Why Aren't We There Yet?* (pp. 112-125). Sterling, VA: Stylus. **(12 pages)**.

CHALLENGING RACISM, PROMOTING INCLUSION AND EQUITY ON CAMPUS: CHOOSE TWO OF THE FOLLOWING TESTIMONIALS, VIDEOS OR ESSAYS FROM THE FOLLOWING LIST:

- Boettcher, M., L., et. al. (2019). The cultivation of support networks by students of color in a residence hall setting at a PWI. *The Journal of College and University Student Housing*, 45, (2), pp 30-45. **(12 pages)**
- Christensen, D. (2018). 'It's just scary': UMass Amherst reacts to bigoted attacks on campus. Daily Hampshire Gazette. Retrieved from: <https://www.gazettenet.com/UMass-Amherst-reacts-to-bigoted-attacks-on-campus-21558282> **(3 pages)**
- Katcher, W. (2018, December). Six weeks after Pittsburgh, Hillel's Rabbi Fine reflects. Retrieved from: <https://dailycollegian.com/2018/12/six-weeks-after-pittsburgh-hillels-rabbi-fine-reflects/#photo> **(3 pages)**
- Metzger, L. (2019). 3:10 to 4 p.m.: Where do I Belong? Improving Support for Queer and/or Transgender Students of Color (QTSOC) on Campus. Iowa State Daily. Retrieved from: https://www.iowastatedaily.com/app_content/310-to-4-pm-where-do-i-belong-improving-support-for-queer-and-or-transgender-students-of-color-qtsoq-on-campus/article_3ecbf3a6-3c52-11e9-9402-6bc34c0d1fc5.html **(3 pages)**

Session 7 - Thursday, March 26th: Hot Topic #2 – Immigration

Key Concepts: listening and working with conflicting views, racism, xenophobia, globalization, immigration push/pull factors, race, ethnicity, class, cultural and economic intersections, immigrant rights, action continuum

Assignments Due: Log 7 (On Moodle)

Reading Assignment:

INTERGROUP DIALOGUE SKILLS

- Marvin, K., (2007). Facilitating Conflict. BAODN Newsletter. **(5 pages)**
- University of Michigan Center for Research on Learning and Teaching (2016). *Guidelines for Discussing Difficult or Controversial Topics*. Retrieved from <http://www.crlt.umich.edu/publinks/generalguidelines> **(4 pages)**
- Zúñiga, X. (2007). Questions to Help Move a Conversation. EDUC 692B. **(1 page)**

HISTORY, POLICY AND RACE/ETHNICITY AND SOCIO-ECONOMIC CLASS INTERSECTIONS

- Bell, L. A., Joshi, K. Y., & Zúñiga, X. (2007). Racism, immigration and globalization curriculum design. In M. Adams, L. A. Bell, & P. Griffin (Eds.), *Teaching for diversity and social justice* (pp. 143-152). New York, NY: Routledge. **(8 pages)**

- Center for American Progress Graphic. (2013). Detention means big money for for-profit prisons. [Infographic]. Retrieved from: <https://cdn.americanprogress.org/wp-content/uploads/2014/05/DetentionBedQuota5v2.png> **(1 page)**
- Center for American Progress Graphic. (2014). Do we need to detain 34,000 immigrants every day? [Infographic]. Retrieved from: <https://cdn.americanprogress.org/wp-content/uploads/2014/05/DetentionBedQuota2.png> **(1 page)**
- Dunbar-Ortiz, R. (2018). This Land. In M. Adams, W. J. Blumenfeld, D.C.J. Catalano, K.S. DeJong, H. W. Hackman, L.E. Hopkins, B.J. Love, M. Peters, D. Shlasko, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (4th ed., pp. 82-87). New York, NY: Routledge. **(6 pages)**
- National Academies of Sciences, Engineering, Medicine. (2015). Ten Things You Probably Didn't Know About Immigrants. [Infographic]. Retrieved from: <https://www.nap.edu/visualizations/integration-of-immigrants/> **(1 page)**
- Sweetland Edwards, H. (2019). Dividing Lines: The Human Face of Global Migration. *Time*. February 4-11, pp. 22-47 **(10 pages)**
- Takaki, R. (2018). A Different Mirror. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K.S. DeJong, H. W. Hackman, L.E. Hopkins, B.J. Love, M. Peters, D. Shlasko, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (4th ed., pp. 77-82). New York, NY: Routledge. **(5 pages)**
- United We Dream. (2014, September). 5 Things You Should Know about Trans & Queers in Detention. Retrieved from: <https://unitedwedream.org/2014/09/5-things-know-trans-queers-detention/> **(3 pages)**

IMMIGRANT RIGHTS, ADVOCACY AND RESISTANCE: CHOOSE TWO OF THE FOLLOWING TESTIMONIALS, VIDEOS OR ESSAYS FROM THE FOLLOWING LIST:

- Christensen, D. (2019). 730 days and counting: Lucio Perez still living in sanctuary at Amherst church. *Daily Hampshire Gazette*. Retrieved from: <https://www.gazettenet.com/Lucio-Perez-marks-two-years-of-living-in-sanctuary-in-Amherst-s-First-Congregational-Church-29426059> **(2 pages)**
- Kaur, V. (2017). Breath and Push. [Video File] St. Ignatius Catholic Community. Retrieved from: <https://vimeo.com/209223693> **(5:58 min.)**
- Nieves, M. (2014, May). Trans and Queer Immigrants proclaim “Liberation, Not Deportation”. [Video File]. Retrieved from: <https://www.youtube.com/watch?v=m2wc6ChJR8M&t=48sfa> **(2:19 min)**
- Sigal, B. (2016, January 20th). Hundreds of Minneapolis high school students walk out to protest ICE raids and deportations. Retrieved from <http://www.fightbacknews.org/2016/1/20/hundreds-minneapolis-high-school-students-walk-out-protest-ice-raids-and-deportations> **(1 page)**

Session 8 - Thursday, April 2nd: ICP Presentation Planning & Open Topic

Key Concepts: TBD

Assignments Due: Log 8 (On Moodle), ICP Progress Report (On Moodle, one per team)

Reading Assignment:

Intergroup Dialogue Skills

- University of Michigan Center for Research on Learning and Teaching (2016). *Guidelines for Discussing Difficult or Controversial Topics*. Retrieved from <http://www.crlt.umich.edu/publinks/generalguidelines> (**4 pages**)
- Zúñiga, X. (2010). Questions to help move a conversation. Adapted from Brookfield S., & Preskill, S. (2005). *Discussion as a way of teaching: Tools and techniques for democratic classrooms*. San Francisco, CA: Jossey-Bass. (**1 page**)

OPEN TOPIC READINGS

- Additional readings related to the open topic will be determined and posted on the course Moodle page

Session 9 - Thursday, April 9th: Intergroup Collaboration Planning Group Presentation

Key Concepts: intergroup collaboration, action continuum, spheres of influence, alliance building, resistance to oppression, solidarity, and creating change

Assignments Due: Log 9 (On Moodle), ICP Presentation (In Class)

Reading Assignment:

INTERGROUP DIALOGUE SKILLS

- Zúñiga, X. (2010). Questions to help move a conversation. Adapted from Brookfield, S., & Preskill, S. (2005). *Discussion as a way of teaching: Tools and techniques for democratic classrooms*. San Francisco, CA: Jossey Bass. (**1 page**)

Theories, Social Context and Concepts

- Anzaldúa, G. E. (2018). Allies. In M. Adams, W. J. Blumenfeld, R. Castaneda, D. C. J. Catalano, K.S. DeJong, H. W. Hackman, L.E. Hopkins, B.J. Love, M. Peters, D. Shlasko, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (4th ed., pp. 637-639). New York, NY: Routledge. (**3 pages**)
- Chescaleigh (2014, November). *5 Tips for being an Ally*. [Video File]. Retrieved from https://www.youtube.com/watch?v=_dg86g-QlM0 (**3:30 min.**)

- Johnson, A. (2018). Chapter 9: What Can We Do? In *Privilege, power, and difference* (3rd ed. pp. 107-120). New York, NY: McGraw-Hill. **(13 pages)**

Session 10 - Thursday, April 16th: Celebrating our Learning

Key Concepts: intergroup collaboration, action continuum, spheres of influence, alliance building, resistance to oppression, solidarity, and creating change

Assignments Due: Log 10 (On Moodle & Hard Copy)

Reading Assignment:

Theories, Social Context and Concepts

- Barber, W. J. (2016). Appendix for Organizers: Fourteen Steps Forward Together. In *The Third Reconstruction*. (pp. 127-130). Boston, MA: Beacon Press.
- Irving, D. (2014). From bystander to ally. In *Waking up white and finding myself in the story of race* (pp. 219-221). Cambridge, MA: Elephant Room Press. **(6 pages)**
- Johnson, A. (2018). Chapter 9: What Can We Do? In *Privilege, power, and difference* (3rd ed. pp. 120-134). New York, NY: McGraw-Hill. **(14 pages)**
- Southern Poverty Law Center (2017). *SPLC on campus: A guide to bystander intervention*. Retrieved from: https://www.splcenter.org/sites/default/files/soc_bystander_intervention_guide_web_final.pdf **(7 pages)**
- Wong, A. (2018) The Renaissance of Student Activism. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K.S. DeJong, H. W. Hackman, L.E. Hopkins, B.J. Love, M. Peters, D. Shlasko, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (4th ed., pp. 649-652). New York, NY: Routledge. **(3 pages)**

REMINDER: Final Reflection Papers are due on Moodle and at S136 Furcolo Hall (2 hard copies) on Monday April 20th, by NOON in S136 Furcolo Hall (South Side)

A helpful guide: APA citation format³

For your reflection logs, you are only required to include internal citations (you do not need to include a reference page).

INTERNAL (IN-TEXT) CITATIONS:

You should include internal citations when you directly quote an author in the assigned readings, or when giving credit to an author for an idea or action in general (but you are not quoting them directly).

CITING DIRECT QUOTES:

When citing direct quotes, you need three pieces of information:

1. The last name of the author
2. The date of publication
3. The page number(s) of where the quote appears in the original text

For example:

- One author stated, “The cultural images and messages that affirm the assumed superiority of Whites and the assumed inferiority of people of color – is like smog in the air” (Tatum, 2000, p. 79).
- Johnson (2006) stated that, “understanding how to change that by bringing dominant groups into the conversation and the solution is the biggest challenge we all face” (p. 79).

If the quotation comprises 40 or more words, display it in a freestanding block of text and omit the quotations marks. (...) At the end of the block quotation, cite the quoted source and the page or paragraph number in the parentheses after the final punctuation mark. (American Psychological Association, 2010, p. 174)

CITING IDEAS- GIVING CREDIT:

When citing an author after paraphrasing their ideas, you need two pieces of information:

1. The last name of the author
2. The date of publication

For example:

1. Johnson (2006) asserts that people with privilege need to start doing something about the problem of their privilege.
2. Prejudice has been compared to smog in the air (Tatum, 2000)

For more information go to: https://www.apastyle.org/?gclid=EAIaIQobChMI4rXKt8-93gIVmYqzCh3zVwE5EAAYASAAEgKE4PD_BwE

³ Adapted from American Psychological Association (2010) *Concise rules of APA style* (6th ed.). Washington, DC: American Psychological Association. See web site www.apa.org/journals/faq.html for commonly asked questions about APA format.

For your final paper, you will need to include a reference list in addition to internal (in-text) citations. Below are some examples of how to write references:

REFERENCE LIST

Book

Author, A. A. (Year). *Title of book* (xx ed., if apply, Vol xx, if apply). Location (City, State/ or /city, Country): Publisher.

Jackson, B.W., & Wijeyesinghe, C.L. (Eds.). (2012). *New perspectives on racial Identity development: Integrating emerging frameworks* (Second Edition). New York, NY: New York University Press.

Book chapter

Author, A. A. (Year). Title of chapter. In B. B. Editor (Ed.), *Title of book* ([xx ed., if apply, Vol xx, if apply] pp. xxx-xxx). Location (City, State/ or /city, Country): Publisher.

(Note: location and publisher may be changed to another way to locate the source, for example if is a web source: Retrieved from; or the DOI number also can be placed here)

Zúñiga, X., Kachwaha, T., De Jong, K., & Pacheco, R. (2010). Preparing critically reflective intergroupdialogue facilitators: A pedagogical model and illustrative example. In K. Maxwell, B. Nagda, & M. Thompson(Eds.), *Building bridges, creating change: The power of facilitation in intergroup dialogues* (pp. 71-84). Herdon, VA: Stylus Press.

Journal

Author, A.A. & Author, B.B., & Author, C.C. (Year). Title of article. *Title of journal, XX* (Vol.), pp-pp.

Dover, A. G. (2009). Teaching for social justice and K-12 student outcomes: A conceptual framework and research review. *Equity & Excellence in Education, 42*(4), 506-524.

Magazine Article

Author, A. (year, month). Title of the article. *Name of the Magazine, [Number if apply]* ([Vol. If apply]). [Pages] xx-xx

Online Magazine Article

Author, A. (year, month). Title of the article. *Name of the Online Magazine, [Number if apply]* ([Vol. If apply]). Retrieved from <http://www...>

Blog post

Author, A.A. (or screen name of the page). (Year, month day). Title [Web log post]. Retrieved from

Video

Author, A. A. [or Screen name]. (year, month day). *Title of video* [Video file]. Retrieved from <http://xxxxx>