

Facilitators:

Sophia Pashtunyar
spashtunyar@berkeley.edu

Emman Hamidi
ehamidi@berkeley.edu

Faculty Sponsor:

Rodolfo Mendoza-Denton, Ph.D.



Course Time: Weds. 6-8pm
Meets: 12 weeks Start: Jan. 31st
Course Location: 235 Dwinelle

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SOCIAL IDENTITIES INTERGROUP DIALOGUE & FACILITATOR TRAINING

Dialogue Description:

Dialogue is a form of communication that goes beyond ordinary conversation. Dialogue can defuse the polarization that characterizes much public discourse and generate understanding that can transform individuals, communities and institutions. In this course, students will examine models of dialogic communication and theories of intergroup relations and consider how the practice of dialogue can build deeper understanding of self and others, reinvigorate democratic values and foster a more just and equitable society.

Students will develop leadership skills through learning about and practicing dialogue across difference in a collaborative classroom environment. Through hands-on experience participating in, observing, and leading a mini-dialogue for an end project; students will learn steps to better facilitate dialogues among their peers in a variety of campus and community settings.

SKILLS:

This course includes basic group facilitation skills and their applications in multicultural setting; group processes and dynamics; social identity group development; prejudice and stereotyping and their effects on groups; difference and dominance and the nature of social oppression; culture, cultural cues and judgments. The class will view films; use exercises, simulations and role-plays; practice facilitation; discuss the readings; and reflect on interactions and assignments during class sessions.

"Dialogue is a foundational communication process leading directly to personal and organizational transformation. It assists in creating environments of high trust and openness, with reflective and generative capacities. One might think of dialogue as a revolutionary approach in the development of the following organizational disciplines: continuous learning, diversity, conflict exploration, decision making and problem solving, leadership, self-managing teams, organizational planning and alignment, and culture change."

--Linda Ellinor , 1996

Learning Outcomes:

Through participation in this DeCAL students will:

- Increase both their critical self-awareness and their social awareness as an individual and as a member of social groups.
- Learn to see the world from the perspective of another and reflect upon their own experience.
- Practice dialogic communication skills (e.g. speaking, listening, suspending judgment and exploring assumptions).
- Participate in activities that build positive community through understanding and collaboration.
- Discuss the influence that families, schools, the media, and other societal institutions have on us and on how we see ourselves and others.
- Develop effective facilitation skills, including communication, conflict exploration, and bridge building.

Course requirements:

Attendance & Participation
Readings & Weekly Journal Assignments
Intergroup Facilitation Group Project
Group Project Debrief Paper
Individual Final Reflection Paper

All assignments are due on the due date. Please note that you will not receive credit for assignments turned in more than one week late. Should you miss a class, you will be expected to submit the due assignment before the next class. In order to receive a grade of Pass, you must complete all assignments AND receive a total of at least 175 points (there are 250 points possible).

Attendance & Participation: (90 points possible)

Meaningful intergroup dialogue relies on ongoing preparation and thoughtful reflections. Since the vast majority of the learning takes place during the weekly class sessions, 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.

If an emergency arises (illness, accident, etc.) that prevents you from attending a session, it is your responsibility to contact one of the facilitators at least a few hours before class.

There will be weekly reading assignments to help prepare you for the next dialogue session. Reading assignments must be completed by the class session for which they were assigned. All readings will be provided to you on course website (bcourses) or by email.

Weekly Journal Assignments: (60 points possible)

You will be required to turn in a total of 12 journal entries (2-3 pages, typed, double-spaced, 12-point font or written in ink 2 pages, double spaced). These journals will ask you to reflect on questions relating to class dialogue, and/or readings. These assignments provide a forum for addressing your own experiences and reactions to the readings, exercises, films, interactions, discussions, lectures etc. as they relate to the goals and objectives of this course. They are to help structure your reflections, help deepen the learning that comes from course activities, and help surface the multiple thoughts and feelings that arise from social justice education. The journals are opportunities for you to share with your instructors your questions, frustrations, hopes, fears, satisfactions, and ideas.

Journals are part of your preparation for a dialogue and show that you have done readings, and are being an active participant. Thus they are mandatory and each is a total of 5 possible points. Full credit is given when the participant turns in the assignment on time, adequately addresses the questions and draws upon at least one of the assigned readings and/or class discussions. **(2 points will be deducted for lateness and no credit will be given for journals that are turned in more than one week late.)**

Group Project: (25 points possible)

You will be conducting a one-time co-facilitated intergroup class dialogue, partnering with 1-2 partners from the course based on similar social identity interests. We will discuss the assignment in greater detail in week 4.

Group Project Paper: (25 points possible)

This reflection paper will discuss your experience leading up to facilitating a dialogue and a reflection of the experience after your group has facilitated dialogue. This will be due 2 weeks after your group presents.

Final Reflection Paper: (50 points possible)

A 5-7 page (typed, double-spaced, 12-point font) reflection paper is due on the last day of class. In your final paper you will reflect back on term and write about what/how you learned in this course, your experience of the group's process and your role in it, your experiences of differences and disagreements, and how you have applied or intend to apply what you have learned. You will be encouraged to draw from your journals, readings, in-class sessions and personal experiences.

Course Outline

Part 1: Understanding the facilitation space--

January 31st: Introduction, syllabus review, group cohesion exercises

February 7th: Psychology of stigma and intergroup relations; social justice theory

February 14th: Power, privilege (identity exploration)

February 21st: Mechanics of facilitation (hot buttons, brave spaces, multipartiality)

Part II: In-house dialogue facilitation practice

Dates:

February 28th: Race

March 7th: Race review, Gender dialogue

March 14th: Gender review, Faith dialogue

March 21st: Faith review, SES dialogue

April 4th: SES review, heterosexism dialogue

April 11th: Heterosexism review; ableism dialogue

April 18th: Ableism review; size dialogue

April 25th: Size review, Class Review