Dialogue


Syllabus EDUC 202 Spring 2015

Section 4: Race Ethnicity and Gender Dialogue

General Information

Day and Time
Thursdays 4 PM – 6:30 PM (January 29th, 2014 – April 16th, 2014)
Saturday, February 14th, 2014 (9 AM – 5 PM)

Location
Lederle Graduate Research Tower, Room 1114

Facilitators
Emily Alvelo e-mail: ealvelo@educ.umass.edu
Travis Davis e-mail: tdavis@educ.umass.edu

Course Director
Dr. Molly Keehn e-mail: mkeehn@educ.umass.edu
364 Hills South office hours: Thursday 1PM – 3PM and by appointment

Course Teaching Assistants
Valerie Jiggetts e-mail: educ202-xzuniga-2@courses.umass.edu
Sy Simms Office hours: THU 12 – 2 PM & by appointment
Course Description
In a culturally and socially diverse society, discussion about issues of difference, conflict and community are needed to facilitate understanding between social/cultural groups. In this intergroup dialogue, students will actively participate in semi-structured, face-to-face meetings with students from other social identity groups. Students will learn from each other’s perspectives, read and discuss relevant reading material, and explore their own and other groups’ experiences in various social and institutional contexts. Students will also explore ways of taking action to create change and bridge differences at the interpersonal and social/community levels. Students will expand on in-class learning through readings, weekly logs, an intergroup collaboration project and a final reflection paper. Finally, through this course, students will fulfill both the University’s Social and Cultural Diversity (U) and Social and Behavioral Sciences (SB) General Education requirements.

Course Objectives
This course is designed to encourage participants to develop skills for addressing and bridging differences in diverse social settings. Specifically, as students in this course you will have the opportunity to:
- Learn and practice intergroup dialogue skills
- Develop an increased awareness of yourself as an individual and as a member of social groups
- Learn more about your own and others’ 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
- Effectively communicate, both orally and in writing

General Course Policies

Academic Honesty Statement
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.
Accommodation Policy
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), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify the course instructor (mkeehn@educ.umass.edu) or teaching assistant (eunylee@educ.umass.edu) via e-mail during the first week of the course (no later than Thursday, February 5th) so we can make appropriate arrangements.

Grading Policy
This is an elective, four-credit General Education course. All assignments are due on the due date. Please note that you will not receive credit for logs or short assignments turned in more than one week late. Should you miss a class, you will be expected to submit the due assignment on Moodle before the next class.

You will be given a letter grade according to the following criteria:

<table>
<thead>
<tr>
<th>Grading Categories</th>
<th>Points</th>
<th>Due Date &amp; Submission Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>10</td>
<td>All Class Sessions</td>
</tr>
<tr>
<td>Testimonial</td>
<td>5</td>
<td>Due on Moodle Before Session 3 (Friday, February 13(^{th})) and 1 Hard Copy in Class (Saturday, February 14(^{th}))</td>
</tr>
<tr>
<td>Weekly Logs</td>
<td>50</td>
<td>Sessions 1-11 Moodle and Hard Copies in Class</td>
</tr>
<tr>
<td>Intergroup Collaboration Project (ICP)</td>
<td>15</td>
<td>Final Proposal Due on Moodle (3/4) and in Class (3/5) Progress Report Due on Moodle (3/25) and in Class (3/26) Team Presentation Due in Class (4/9)</td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>20</td>
<td>Tuesday, April 21(^{st}) by 12 PM (noon) on Moodle and 2 Hard Copies at 364 Hills South</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Grading (Letter course grades are based on a scale of 1-100 points.)

A   =  94-100 points  A-   =  90-93 points
B+  =  87-89 points   B    =  84-86 points
B-  =  80-83 points   C+   =  77-79 points
C   =  74-76 points   C-   =  68-73 points
D+  =  64-67 points   D    =  60-63 points
F   =  below 60 points
Moodle

This course relies heavily on the use of Moodle. The course syllabus, course calendar, assignments and readings are all made available on Moodle. **All logs, the testimonial assignment, and the final paper are to be submitted on Moodle.** Post all written work using Rich Text Format (.rtf) OR Word 4.0-6.0/95 (.doc). Use your last name and assignment title to label the e-file (e.g., Ford_Log1.rtf or Ford_Log1.doc).

It is very important that you are able to use Moodle to submit the course assignments. If you are unsure about how to use Moodle or are encountering problems, please visit the Moodle help section on the OIT webpage: [http://www.oit.umass.edu/webct/campus-vista/students/index.html](http://www.oit.umass.edu/webct/campus-vista/students/index.html). If you are still unable to use Moodle please contact the course instructor (mkeehn@educ.umass.edu) or teaching assistant (eunylee@educ.umass.edu) immediately.

Course Requirements & Assignments

**Attendance and Participation (10 points)**

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.

Please refer to the attendance policy regarding tardiness and excused and unexcused absences for detailed guidelines and expectations. The attendance policy can be found at the end of this section. 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 a few hours before class.

**Readings and Assignments**

You will write weekly short assignments and complete a selection of readings on a weekly basis. For detailed descriptions of your log assignments and other short written assignments refer to Moodle in the corresponding section. 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).

In this general education course, we encourage students to use the Writing Center to get help as needed on their writing. On occasion, we may require that students visit the Writing Center before handing in a written assignment. Students who are concerned about their writing are strongly encouraged to visit the Writing Center early in the semester. The Writing Center is located in the Learning Commons in the W.E.B. DuBois Library and is open Monday through Wednesday from 10 AM to 9 PM, Thursday from 9 AM to 6 PM, Friday from 10 AM to 2 PM, and Sunday from 2PM to 6 PM.

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.
1. **Reading Assignments:**
   In most cases, there will be a 35-40 page reading assignment 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. Refer to the course syllabus for your weekly reading assignments.

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

2. **Writing Assignments:**
   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 (50 points)**
   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 1½ 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 1½ to 2 pages.

   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.

   **All log assignments are due on Moodle by 8PM on the Wednesday before the dialogue session.** You must also bring a hard copy of your log to class. **The log due before Saturday, February 14th will be due on Friday, February 13th at 8PM.** Logs should be at least three (3) pages in length (typed, double-spaced, 12-pt font, Times New Roman, with one-inch margins).

   Each log will be evaluated and graded by your section facilitators and is worth a possible total of five (5) points. **A log will receive the full five 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 50 points total (10 graded logs at 5 points each). Consider your first log as an opportunity to practice log writing. This log will be pass/fail and you will receive detailed feedback.

   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**. Do not attach or upload the log file.

   **Please note that students will not receive credit for logs that are turned in more than one week late.**
Criteria & Grading Rubric for Weekly Logs

| 1 point | Clear writing and organization |
| 1 point | Uses APA style format for in-text citations: discusses and incorporates at least three readings |
| 2 points | Adequately answers the assigned questions (in a minimum of three pages) |
| 1 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) |
| 5 points | Total possible points |

**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 14th, 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. This assignment is due on Moodle on Friday at 12 PM (noon). See the full Testimonial Assignment description on Moodle for details about this assignment.

**Final Paper** (20 points)

An 8-10-page (typed, double-spaced, 12-point font, 1-inch margins) self-reflection paper is due on Tuesday, April 21st by 12 PM (noon). **You will submit one copy of your paper through Moodle and two hard copies at 364 Hills South.** 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.

**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. We will develop the project in steps throughout the term culminating in an in-class group presentation during Session 10 (April 9th).

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. The ICP will be graded based on your group’s preliminary proposal (4 points, final draft due in class on March 5th), progress report (6 points, due in class on March 26th), and your in-class group presentation (5 points, due in class on April 9th). Detailed guidelines and grading criteria will be distributed in class on February 19th and will also be posted on Moodle.
Attendance Policy

This class meets on Thursdays from 4 PM – 6:30 PM beginning on January 29th and ending on April 16th. On Saturday February 14th, the class will meet from 9 AM – 5 PM. Because of this longer Saturday Session, **there will be no class on Thursday, February 12th**. Should an emergency arise (illness, accidents, etc.) that prevents you from attending a specific session, it is your responsibility to contact one or both of the facilitators at least a few hours before class time.

1. All missed classes must be made up. Guidelines for make-up assignments will be posted on Moodle. Makeup 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.

2. The class will begin on time and one (1) point 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 (3) classes, it will be equated to one (1) unexcused absence.

3. **Excused Absences**: Three (3) points will be deducted from your attendance and participation points for each excused absence (e.g., religious observance, illness supported by medical documentation). However, if you complete your make up assignment by the due date, these points will be added back to your grade.

4. **Unexcused Absences**: Five (5) points will be deducted for each unexcused absence. If you complete a makeup assignment by the due date, three (3) points will be added back to your grade.

5. **We have only 11 classes and the long day class 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.**

Please read the Academic Regulations 2014-2015 Booklet (available online at [www.umass.edu/registrar](http://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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 29</td>
<td>Creating an Environment for Dialogue</td>
<td>Log 1 (Moodle &amp; Hard Copy)</td>
</tr>
<tr>
<td>2</td>
<td>February 5</td>
<td>Centrality and Complexity of Identity</td>
<td>Log 2 (Moodle &amp; Hard Copy)</td>
</tr>
<tr>
<td></td>
<td>February 12</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>February 14</td>
<td>Exploring Differences and Commonalities</td>
<td>Log 3 (Moodle &amp; Hard Copy)</td>
</tr>
<tr>
<td></td>
<td>(Saturday)</td>
<td></td>
<td>Testimonial Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Moodle &amp; Hard Copy)</td>
</tr>
<tr>
<td>4</td>
<td>February 19</td>
<td>Systems of Oppression and Privilege</td>
<td>Log 4 (Moodle &amp; Hard Copy)</td>
</tr>
<tr>
<td>5</td>
<td>February 26</td>
<td>Intergroup Collaboration Planning (ICP)</td>
<td>Log 5 (Moodle &amp; Hard Copy)</td>
</tr>
<tr>
<td>6</td>
<td>March 5</td>
<td>Gender Roles, Relationships, and Sexism</td>
<td>Log 6 (Moodle &amp; Hard Copy)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Final ICP Proposal Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Moodle &amp; Hard Copy)</td>
</tr>
<tr>
<td>7</td>
<td>March 12</td>
<td>Racial/Ethnic and Racism Issues on Campus</td>
<td>Log 7 (Moodle &amp; Hard Copy)</td>
</tr>
<tr>
<td></td>
<td>March 19</td>
<td>NO CLASS - SPRING RECESS</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>March 26</td>
<td>ICP Team Planning and Immigration</td>
<td>Log 8 (Moodle &amp; Hard Copy)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ICP Progress Report Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(in class)</td>
</tr>
<tr>
<td>9</td>
<td>April 2</td>
<td>Open Topic and ICP Planning</td>
<td>Log 9 (Moodle &amp; Hard Copy)</td>
</tr>
<tr>
<td>10</td>
<td>April 9</td>
<td>ICP Teams Class Presentations</td>
<td>Log 10 (Moodle &amp; Hard Copy)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ICP Presentation Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(In Class)</td>
</tr>
<tr>
<td>11</td>
<td>April 16</td>
<td>Where do we go from here? &amp; Celebrating Our Learning</td>
<td>Log 11 (Moodle &amp; Hard Copy)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>April 21</td>
<td></td>
<td>Final Paper Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>at 12 PM (Noon)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Moodle &amp; 2 Hard Copies at 364 Hills South)</td>
</tr>
</tbody>
</table>
Course Reading Assignments

Session 1 – Thursday, January 29th: Creating an Environment for Dialogue

**Key Concepts:** democratic education, intergroup dialogue, dialogue and debate, dialogues across differences

**Assignments Due:** Log 1 (On Moodle & Hard Copy)

**Reading Assignments:**


- EDUC 202. (2002). Dialogue and debate handout [Class handout]. Department of Student Development, University of Massachusetts, Amherst, MA. (1 page)


**Log 1** (Due: Wednesday, January 28th at 8 PM on Moodle and Thursday, January 29th in Class)

This log assignment asks you to reflect on some of your experiences that lead you to sign up for this dialogue course, and to consider some questions that will help you to prepare for Session 1.

**PART 1: Reflection on the Course and Readings** (about 1 ½ pages)

- One of the goals of this course is communicating and building relationships across differences, which can be rewarding and challenging for everyone. 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 was? How can this week’s readings help you reflect on that experience?

- Based on your past experiences and the assigned readings, how would you describe dialogue? How would you describe debate? Think of a time when you have been involved in a dialogue or a debate (in either a formal or informal setting). Describe what happened. What were some things you liked about the experience? What were some things you disliked?

PART 2: Reflection on the Course Structure and the Syllabus (about 1 ½ pages)

- In this group dialogue, you will have the opportunity to participate actively in a 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 other’s experiences through class dialogue, readings, and the writing of reflection logs. Based on what you know about how the class is structured, how do you feel about participating in dialogues about race/ethnicity and gender in a diverse group? What do you anticipate being challenges or areas of strength for you?
- After taking a close look at the course syllabus, what questions do you have about the class structure and/or requirements for your section facilitators, teaching assistants, and course director?

Session 2 – Thursday, February 5th: Centrality & Complexity of Identity

Key Concepts: personal identity, social identity, multiple social identities, race/ethnicity, biological sex and gender identities, social group membership, privileged and targeted social groups, active listening and interactive communication

Assignments Due: Log 2 (On Moodle & Hard Copy)

Reading Assignment:

History, Theories, Social Content and Concepts


*Testimonials* (Please choose 2 readings from the following list.)


Log 2 (Due: Wednesday, February 4th at 8 PM on Moodle and Thursday, February 5th in Class)

PART I: Reflecting on Hopes and Concerns (about 1 page)

• Consider the “Hopes and Concerns” activity we did in the first session. Think about the hopes and concerns you shared and those you heard from others, as well as any you might have chosen not to share. Based on this “data,” write about 1 page addressing the following question:
  o What do you need from yourself and the group to participate effectively in the intergroup dialogue? In other words, what will best facilitate your ability to share your thoughts and experiences and to “listen” to the thoughts of others you may find inspiring, challenging or unsettling?

PART II: Reflecting on Personal and Social Identities (about 2 pages)

• First, fill out the personal and social identity wheels distributed in class by the facilitators. (You can also download them from Moodle). You will use information from the wheels to write your log assignment.
• In the next session we are going to be thinking and talking about identities. In preparation, introduce yourself by answering Kirk and Okazawa-Rey’s question, “Who am I?” using at least two aspects from your personal identity wheel and three aspects of your social identity. Be sure to focus on the social group categories that are the focus of this course – race/ethnicity and gender – and themes discussed in the readings.
  o How do you think your social group memberships have influenced how you see yourself? How do others see you and treat you? (i.e. in your family, on campus, at work, in the community)
• Pick two testimonials to read for this week. Describe how each author talks about his/her/their identities and how they impact his/her/their lives.
  o How are the social identities of the authors similar or different from your own?
  o What did you learn about yourself and your experiences from reading these pieces?

Session 3 – Saturday, February 14th: Exploring Differences and Commonalities

* Class from 9 AM to 5 PM.

* No Class on Thursday, February 12th.

Key Concepts: cycle of socialization, targeted and privileged social identities, stereotypes, prejudice, discrimination, internalized oppression.

Assignments Due: Log 3 (On Moodle & Hard Copy); Testimonial (On Moodle and In Class)
Reading Assignment:

*History, Theories, Social Context, and Concepts*


Testimonials (Please watch the “Gender Socialization 1” video clip and choose 2 readings from the following list.)


- Berg Powers, J. (2010). Cross-stitch and soap operas following football. In C.E. Martin & J. C. Sullivan (Eds.), *Click: When we knew we were feminists* (pp. 37-42). Berkeley, CA: Seal Press. (6 pages)


Testimonial Assignment
Testimonials are a way of conveying our own stories, in our own words. You read a number of testimonials in the readings for the previous session. On Saturday, February 14th, 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.

This assignment should be 3 pages long (typed, double-spaced, 12-point font). Your testimonial is due on Moodle on Friday, February 13th by 8 PM. You are also expected to bring a hard copy to class on Saturday, February 14th.

Consider some of the testimonial narratives included in the readings list in preparation for Session 2 and 3 as possible illustrative examples. Be sure to incorporate themes from some of the readings, especially Harro’s *Cycle of Socialization* and testimonials, as you address the following questions:

- Tell us about your understanding of yourself as a person of your race, ethnicity, and gender. What have you experienced regarding these three identities?
- How does this affect the person you are today? What are some feelings or emotions that come up as you think about how and what influenced race and ethnic identities over time?
- Pick one other social identity (other than race, ethnic, and gender identities) that is also important to the way you think about yourself. For example, it could be your class, sexual orientation, religion, socio-economic class and so on. What is this identity and how does that affect the person you are today? What are some feelings or emotions that come up as you think about how and what influenced understanding this identity over time?

**Grading Criteria:** You will receive the full five points if your testimonial is turned in on time on Moodle and adequately addresses the questions above. One point will be deducted for lateness. You will not receive credit if this short assignment is submitted more than a week late. Please cite the readings you reference using APA format.

**Log 3** (Due: Friday, February 13th at 8 PM on Moodle and Saturday, February 14th in Class)

*The Testimonial Assignment is also due in Session 3. Please write the Testimonial Assignment FIRST! Please refer to the syllabus and Moodle for detailed assignment guidelines.*

**PART I: Reflecting on the Readings** (about 2 pages)

- After you have read Harro’s *Cycle of Socialization*, and watched Firegazer82’s *Gender Socialization 1*, consider how your socialization as a member of your race/ethnicity and gender social identity(ies) has impacted your life. Begin with your first socialization from family (those close to you) and move to more cultural and institutional examples.
Reflecting on the testimonial you wrote, what have been key influences in your own socialization as a racial/ethnic and gender being and how have you been socialized to or not to think about racism and sexism as a system of privilege and oppression?

What are some critical incidents (i.e. experiences) or influences that have affected your story? How do these experiences impact the person you are today?

What are some feelings or emotions that come up as you think about how and what influenced your racial/ethnic and gender identity over time?

Define, in your own words, what the terms privilege, oppression, difference, racism and sexism mean to you. Draw on Johnson’s Chapter 2 Privilege, Oppression and Difference, Tatum’s Defining Racism and Blumenfeld’s Patriarchy Alive and Functioning for this portion of the log, and point out how your definitions are different from or similar to these three authors.

**PART II: Reflecting on a Testimonial Narrative** (about 1 page)

Choose one of the testimonials that speaks to you that you chose to read or watch in preparation for the Saturday Session and answer the following questions:

- What do you think was the main idea the narrator was trying to convey to the reader? (State as accurately as possible the author’s purpose for writing the narrative.)
- Was the social identity experience described different from or similar to your own experience that you wrote in your testimonial, and how so?
- Were there ways you felt touched by or connected to the experiences and perspectives described by the author? How so?

**Session 4 – Thursday, February 19th: Systems of Oppression & Privilege**

**Key Concepts:** institutional and social power; prejudice, discrimination, privilege, oppression, levels of oppression, sexism, patriarchy, racism, interlocking systems of oppression

**Assignments Due:** Log 4 (On Moodle & Hard Copy)

**Reading Assignment:**

*History, Theories, Social Context and Concepts*


Testimonials (Please choose 2 readings from the following list.)


<table>
<thead>
<tr>
<th>Session 5 – Thursday, February 26th:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intergroup Collaboration Action Planning &amp; Introduction to the ICP Assignment</td>
</tr>
</tbody>
</table>

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

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

**Reading Assignment**:

*Intergroup Leadership and Collaborative Action Skills*


*Visions for Creating Change*


**Session 6 – Thursday, March 5th;**
Hot Topic #1: Gender Roles, Relationship & Sexism & ICP Planning

**Key Concepts:** listening, asking questions, gender socialization, gender roles, gender relations, internalized sexism, race/ethnicity/gender intersections, action continuum

**Assignments Due:** Log 6 (On Moodle & Hard Copy); Final ICP Proposal

**Reading Assignment:**

*Intergroup Dialogue Skills*


*Gender Socialization, Gender Roles, Masculinity, Femininity, and Gender Relations*


- Tsai, J. (2010). An engineering approach to feminism. In C. E. Martin & J.C. Sullivan (Eds.), Click: When we knew we were feminists (pp. 207-213). Berkeley, CA: Seal Press. (7 pages)

*Gender Issues and Sexism* (Please choose 2 readings or video clips from the following list.)


Responding to and Challenging Sexism (Please choose 1 reading from the following list.)


Session 7 – Thursday, March 12th:
Hot Topic #2: Racial/Ethnic & Racism Issues on Campus

Key Concepts: working with conflict, institutional racism and sexism, racial/ethnic and gender campus climate; microaggressions, separation, integration, self-segregation, safe spaces, intergroup relations, action continuum

Assignments Due: Log 7 (On Moodle & Hard Copy)

Reading Assignment:

Intergroup Dialogue Skills


Racial/Ethnic and Racism Issues: Campus Climate, Microaggressions, Stereotype Threat and Academic Achievement, Gender Violence, Safe Spaces on Campus


*Responding to and Challenging Racism* (Please choose 2 readings or video clips from the following list.)


Session 8 – Thursday, March 26th
Hot Topic #3: Immigration

* No Class on Thursday, March 19th.

**Key Concepts:** racism, xenophobia, globalization, immigration push/pull factors, race, ethnicity, gender, class, cultural and economic intersections, immigrant rights, action continuum

**Assignments Due:** Log 8 (On Moodle & Hard Copy), ICP Team Progress Report

**Reading Assignment:**

*Intergroup Dialogue Skills*


*History, Policy, and Race/Ethnicity and Socio-Economic Class Intersections*


**Testimonials** (Please choose 1 reading from the following list.)


**Immigrant Rights, Resistance, and Advocacy** (Please choose 1 reading from the following list.)


---

**Session 9 – Thursday, April 2nd: Open Topic & ICP Planning**

* The topic of this session will be announced the week before (during Session 8).

* The required readings for this session will also be posted at least one week before the session.

**Key Concepts:** TBA

**Assignments Due:** Log 9 (On Moodle & Hard Copy)

**Reading Assignment:**

*Intergroup Dialogue Skills*

Session Topic Readings (TBA)

Session 10 – Thursday, April 9th: ICP Group Presentation

**Key Concepts:** action continuum, spheres of influence, alliance building, creating change

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

**Reading Assignment:**

*Intergroup Dialogue Skills*


*Theories, Social Context, and Concepts*


• Chescaleigh (2014, November). 5 tips for being an ally. Retrieved from https://www.youtube.com/watch?v=_dg86g-QIM0. (4 min.)


Session 11 – Thursday, April 16th: Celebrating Our Learning

**Key Concepts:** intergroup collaboration, action continuum, spheres of influence, interrupting injustice, roles in creating change, allies and ally support

**Assignments Due:** Log 11 (On Moodle & Hard Copy)
Reading Assignment:

Theories, Social Context, and Concepts


REMINDER: Final Reflection Papers Due on Tuesday, April 21st at 12 PM (noon) on MOODLE and at 364 Hills South (2 Hard Copies)
A Helpful Guide: APA Citation Format

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

**Internal 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 your final paper, you will need to include a reference list in addition to internal citations. Below are some examples of references.

**Book:**


**Book Chapter:**


(Note: The location of a publisher may be changed to another way to locate the source. For example, if is a web source, include “Retrieved from”, or the DOI number also can be placed here.)


**Journal:**


**Magazine Article:**


**Online Magazine Article:**


**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://www…