

BILD 95: Intergroup Dialogue: Gender

Mondays, 4:00 - 5:50 p.m.

8 meetings (April 1, 8, 15, 22, 29, May 6, 13, and 20)

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Course Description

This course will provide students with an opportunity to explore how intergroup dialogue techniques can provide positive outcomes for diverse workgroups and research teams. Intergroup Dialogue is a highly interactive seminar designed to explore issues of gender, identity, conflict, community, and social action. Intergroup dialogues provide a "safe space" to examine social issues related to diversity and social justice in a critical and self-reflective manner so that the connections between the personal and the political can emerge. Active learning methods, including experiential activities, journal writing, and interactive dialogue will be used in conjunction with reading assignments to explore our diverse conceptions and experiences around gender, in addition to how gender relates to issues of power and justice.

Course Objectives

By the end of the course, students who have fully participated in the course will be able to:

- 1) Develop and demonstrate intergroup dialogue skills for engaging in discussions of gender and other identities with people who have different experiences, identities, and perspectives.
- 2) Critically examine, discuss, apply, and write using concepts, theoretical frameworks, and research on personal and social identity, oppression/privilege, and social justice in society.
- 3) Develop a critical consciousness of the roles that we all play in promoting diversity and perpetuating systems of privilege & oppression by reflecting upon the thoughts, feelings and behaviors that we have learned through our cultures, values, customs, and traditions. And have an understanding of how those learned values support or challenge stereotypes and discrimination.
- 4) Identify, discuss, and write about topics and issues that create tensions, conflict, or difficulty in relating across gender or other differences as preparation to becoming leaders and professionals in a diverse and democratic society.
- 5) Discuss the influence of schools, families, churches, the media, and other societal structures or institutions have on shaping not only our personal understanding of gender, but also how social institutions shape how we interact with others around gender. In addition we will examine the role of laws and policies as they are related to the rights and protections that are available to individuals based on their gender and other social identities.
- 6) Identify and discuss action strategies for building effective multicultural teams by understanding the roles of identity, social privilege, and methods for negotiating conflict.

Class Format and Design

The class format will consist of experiential exercises, reflections on readings and journal assignments, and dialogue discussions led by two co-instructors/co-facilitators. This class will strive to create a "safe space" for students to engage in open and constructive dialogue, where different perspectives and experiences are shared and considered in an environment of respect and learning. The experiential activities, discussions, and assignments are designed to integrate and encourage reflection on your own experiences and the experiences of others related to gender in many social and institutional contexts. Because experiential learning is a key part of the learning process for this course, and because active participation in the group process is needed from every student, regular attendance and participation are required and expected.

Required Texts

Course readings will be available through TED for this course.

Accessibility and Accommodations

If you need an accommodation for a disability, please let us know as soon as possible. Some aspects of this course, such as the assignments, in-class activities, or the way we teach may be modified to facilitate your participation and progress. We can work with you to make appropriate accommodations. We will treat any information about your disability with the utmost discretion.

Academic Integrity

You will be expected to maintain the highest standard of academic integrity. Violations include, but are not limited to, cheating, fabrication, tampering, plagiarism or facilitating such activities. These actions are grounds for immediate failure. You should familiarize yourself with your responsibilities and rights under the UCSD Student Conduct Code (<http://academicintegrity.ucsd.edu/>).

Assignments and Evaluation

This course is only available on a pass/no pass basis. There are a total possible of 68 points for this course, which are to be divided among the following course requirements:

1) Attendance and Participation ~50%

Attendance and participation in all class sessions are critical for the learning process in this course. For this reason, students are expected to attend all class sessions. In cases of emergency (illness, accidents), it is the responsibility of the student to contact the instructor and arrange for appropriate make-up material (see #5 below). Each student will earn up to 4 points for each class session, 2 points for attendance and 2 points for participation. Should a student be 5 minutes late, he or she will lose 1 attendance point. Class participation involves meaningful participation in discussion based on having read and reflected on the required readings, as well as participating in small group activities and discussions in class.

In order to create a safe environment for open and honest sharing, students are also expected to respect the **Ground rules of Discussion** that the class generates for itself. Because there are a total of 9 class sessions, a total of 36 points are possible for attendance and participation. Should an emergency arise (illness, accident, etc.) that prevents you from attending a class session, it is your responsibility to contact one of the instructors before class. Many of the journal assignments require reflection on in-class activities/discussions; as such, absences will jeopardize your ability to complete some journal assignments in a satisfactory manner. *We will not allow for any "make-up" classes or journals.* No cell phones or other electronic devices are to be on during class time.

2) Weekly Journal and Project Assignments ~50%

Students will turn in a typewritten, double-spaced, 1 page (maximum) journal assignment to **TED** each week. The journals should include: 1) your response to the central "reflection question" related to your classroom experience in the previous session and 2) reflections on the "reading" assigned for the week that the journal is due.

Journals 1-4 are worth 4 points each (2 points for each question), and will not be graded for their descriptions of what you are learning, because everyone will learn differently. Instead, they will be graded for the depth of insight and self-reflection and the quality of connections made between the readings and personal experiences.

The Intergroup observation Project is worth 8 points. 4 of those points are given on the 1 page reflection on your Intergroup Observation Project.

Journals are due by 12:00am on the Saturday before class. For each day a journal is late there is a 1 point penalty. Journals will not be accepted after the start of class time for that week. See the course outline for the specific dates and times of each journal.

3) Make-Up Assignment- 4 points possible

Should a class absence occur, a one-time make-up opportunity is available. Student will attend a cultural or educational event, function, program, etc. having to do with a gender different from their own identity (must be pre-approved by instructor.) To receive credit, student must write a 1 page journal about the experience and provide an artifact as proof of attendance (i.e. brochure, program, schedule, ticket stub, etc.) Ask instructor for details.

4) Grading:

Total possible points for this class are 64 points, based on the following:

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|---|-----------|
| Attendance and Participation in 8 class sessions: | 32 points |
| Weekly Journal Assignments (4 total): | 16 points |
| Cultural Chest Assignment | 4 points |
| Intergroup Observation Project | 8 points |
| Total | 60 points |

Due to the experiential nature of this class, students are required to take the class pass / no pass

Pass/No Pass will be determined based on the following scale:

Pass = 42 or more points

No Pass = 41 or less points

Course Schedule, Assignments and Readings (subject to change)

8 meetings (April 1, 8, 15, 22, 29, May 6, 13, and 20)

| Date | Readings due by this Class | Assignments |
|--|--|---|
| April 1 Session 1: Welcome, Creating a Safe Space for Dialogue | AACU Evaluating Intergroup Dialogue | |
| April 8 Session 2: Communication Skills | Required: <ul style="list-style-type: none"> Dude (yellow highlighted parts) McCormick, D. W. (1999). Listening With Empathy: Taking the Other Person's Perspective. Recommended Video: Benne Brown: The Power of Vulnerability http://www.ted.com/talks/lang/enng/brene_brown_on_vulnerability.html | Journal #1: Write a thoughtful 2 paragraph minimum (one page double spacing maximum) journal that explores some of your hopes and concerns about participating in a dialogue about gender. <ul style="list-style-type: none"> <i>Reflecting on your classroom experience</i>, tell us about what interests you about this particular intergroup dialogue. What are your primary hopes and concerns about intergroup dialogue and engaged learning? (You might consider some of the more general issues about communication, such as comfort with speaking, trusting others, dominating conversations; as well as issues specifically related to dialoguing about gender). What areas would you like to see yourself grow in such a learning experience? <i>Reflecting on the readings for next week</i>: 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? Please connect the reading material to these central questions. Journal #1 is due to TED by 12:00 am on Saturday, April 6, 2013. |
| April 15 Session 3: <i>Social Identity/Sharing Stories</i> | Required: <ul style="list-style-type: none"> Tatum, B. D. (2003). The Complexity of Identity: "Who Am I?" Harro, B. (2000). The Cycle of Socialization | Journal #2: Write your journal assignment responding to the following: <ul style="list-style-type: none"> <i>Reflecting on your classroom experience</i>, what did you learn about yourself and others in your group by participating in the dialogue vs. debate, communication, and active listening activities? <i>Reflecting on the readings for next week</i>: how do you think your social group memberships and how you were socialized have influenced how you see yourself? And how others see |

| Date | Readings due by this Class | Assignments |
|--|---|---|
| | | <p>you and treat you on campus? Where do you encounter gender specific behavior that was likely caused by the social norm? Why is such behavior only odd when exhibited by one gender and not the other?</p> <p>Journal #2 is due to TED by 8:00am on Monday, April 15, 2013.</p> |
| <p>April 22 Session 4: <i>Exploring Identity/Sharing Stories</i></p> | <p>Required:</p> <ul style="list-style-type: none"> • Hasnat N (1998) p 71-73 only • Lober (2000). "Night to his day" • <u>Voluntary</u>: Edut (1996). "How we are thought to hate our bodies" | <p>The assignment for session 4 is to prepare a Cultural Chest to share in class. No writing assignment is due. Please follow these instructions:</p> <ul style="list-style-type: none"> • Select 3 objects that are significant to you because they describe some aspect of your gender. These objects might be a photograph, piece of art, book, music, or any artifact that describes an aspect of your personal and family history or identity that is significant to you. • You may also consider how your gender identity intersects with your membership in one of the following social groups: race/ethnicity, Sexual Orientation, Physical or Mental Ability, Religion, Socioeconomic Class, Age, National Origin, Religion, etc. • Place the three objects inside a small box or bag. • On the outside of the box or bag, write words or use images (magazine pictures, your own drawings, words/phrases) that describe how you think <i>other people see you</i> according to the identities represented by the items you have chosen for inside the chest. <p>Come prepared to share what you have inside and outside your chest with the group.</p> <p>Students will receive full points for assembling their cultural chests to present during the next class session.</p> |
| <p>By midnight April 28: email instructors 4-6 burning questions/statements for hot topic discussion (Session 6). See in-class handout.</p> <ul style="list-style-type: none"> • Issues you haven't asked questions about • Issues you have been reluctant to talk about in the presence of the other group members thus far • Subjects we haven't talked about yet • Issues you and your friends talk about • Hot issues on campus and in the community, in the news, etc. <p>(Make sure they relate to the dialogue topic! Parking shortages and tuition increases are popular topics on campuses, but not directly relevant to our dialogue topic...)</p> | | |
| <p>April 29 Session 5: <i>Power, Privilege, and Oppression</i></p> | <p>Required:</p> <ul style="list-style-type: none"> • Pharr, S. (1997). Common elements of oppression. | <p>Journal #3: <i>Reflecting on the readings for next week:</i></p> <ul style="list-style-type: none"> • Define, in your own words, what the terms privilege and oppression mean to you. Consider how your socialization as a member of your gender group may relate to your analysis of power and privilege. • How have you been socialized to think about systems of privilege and oppression? Or, how have you been socialized not to think about them? <p>Journal #3 is due to TED by 12:00am on Saturday, April 27, 2013.</p> |

| Date | Readings due by this Class | Assignments |
|--|---|---|
| <p>By midnight May 3, 2013 email the instructors of your section with suggestions for hot topics. Please email the facilitators 5 (five) hot topics suggestions. Think about such things as</p> <ul style="list-style-type: none"> • Issues you haven't asked questions about • Issues you have been reluctant to talk about in the presence of the other group members thus far • Subjects we haven't talked about yet • Issues you and your friends talk about • Hot issues on campus and in the community, in the news, etc. <p>(Make sure they relate to the dialogue topic! Parking shortages and tuition increases are popular topics on campuses, but not directly relevant to our dialogue topic...)</p> | | |
| <p>May 6 Session 6: <i>Institutional Hot Topic Dialogue</i></p> | <p>Required:</p> <ul style="list-style-type: none"> • Bosmajian H (1995) Language of Sexism • Journal Picked by Class (1) | <p>Journal #4: <i>Reflecting on your classroom experience,</i></p> <ul style="list-style-type: none"> • What moments were most rewarding for you during this week's dialogue, and what specific emotions did you feel? What moments were most difficult for you during this dialogue, and what specific emotions did you feel? Be as specific as you can, and share why you felt as you did. • How did the group engage with the topic? Did you notice any differences by gender? How were feelings and emotions expressed? Does this expression of emotions and feelings, especially those related to conflicts or disagreements, help or hinder Intergroup dialogue? • How did the dialogue about this particular topic affect or not affect your understanding of the topic? Did it expand your understanding, and how? If not, why? <p>Journal #4 is due to TED by 12:00am on Saturday, May 4, 2013.</p> |
| <p>May 13 Session 7: <i>Interrpersonal Hot Topic Dialogue</i></p> | <p>Required:</p> <ul style="list-style-type: none"> • Journal Picked by Class (2) | <p>Prepare an outline for IOP presentation (not submitted)</p> |
| <p>By midnight May 17: email instructors of your section with 4-6 burning questions/statements for next week's hot topic. See in-class handout.</p> | | |
| <p>May 20 Session 8: <i>Alliance building, Wrapping Up</i></p> | <ul style="list-style-type: none"> • Anzaldúa, G. E. (2000). Allies. • Harro, B. (2000). The Cycle of Liberation. | <p>Presentation & Reflection on the IOP, Approximately 12 minutes per group. Remember to write a 1 paragraph (half a page) reflection on your IOP.</p> |