

Intergroup Dialogue on Race and Ethnicity
Mondays, 3-5pm
CAPS Conference Room
Fall Quarter 2009

Co-Facilitators:

Jasmine Hill, jhill07@ucla.edu
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Instructors:

Tiffani Garnett, tgarnett@saonet.ucla.edu
Minh Tran, mctran@ucla.edu

Course Description and Objectives:

Each week, students from diverse ethnic, racial, and class backgrounds will have the opportunity to learn from and with each other in a safe and comfortable setting. Through assigned readings and in-class activities, this course will extend students' knowledge about, awareness of, and skills pertaining to diversity and intergroup relations. The objectives are to help students explore both differences and commonalities across and within racial/ethnic boundaries, interact with others around controversial issues pertaining to various forms of privilege and oppression, gain intercultural competencies, and develop a commitment to social justice and alliance building.

Readings

Readings should be completed before the class session for which they are assigned.

Accessing Readings

Each week, the co-facilitators will tell you what the reading and journal assignments will be for the following week as outlined in the syllabus. Some readings will be available online, and the facilitators will have the links to the readings emailed to you. Some readings that are not available online will be provided as handouts in class.

Course Assignments and Grading

This is a 2-unit, letter-graded course. Your final grade will be based on the following scale:

A (93-100%) A- (90-92%)
B+ (87-89%) B (83-86%) B- (80-82%)
C+ (77-79%) C (73-76%) C- (70-72%)
D+ (67-69%) D (60-66%) F (59% and below)

Participation (10 class sessions, 2 points each week):	20 points
Weekly Journals (7 journals between weeks 2-9, 5 points each):	35 points
Intergroup Action or Learning Activity (Any week between 4-8):	15 points
Final Reflection Paper (Due week 10):	30 points

1. Participation in Dialogue Activities and Discussions (20%)

The success of this course rests largely on participants' informed, honest, and active involvement. Since most of the learning takes place during the face-to-face dialogue sessions, your presence and prepared engagement is a vital component of the dialogue process for everyone's learning, and therefore is required. Participation will be evaluated based on how well

students follow the Groundrules, use dialogue skills to communicate and listen, and engage in the dialogue activities and discussions.

2. Weekly Journals (35%)

A 1-2 page journal (typed, double-spaced) will be assigned with questions to respond to, due weeks 2-9. Only 7 of the 8 journal assignments will count towards your final grade (5 points each). Because each journal promotes preparation for weekly sessions, no late journals will be accepted. Journals will be evaluated based on clear, coherent writing; answering the journal questions thoroughly, and depth of self-reflection, inclusion of specific examples.

Only the instructor/coach will be grading your journal assignments, but the instructors and both facilitators will take turns writing comments/feedback on your journals.

Submitting Journals: Please submit journals via email by Sunday at midnight, to:

Jasmine Hill, jhill2011@gmail.com

Adriana Ruiz, aruiz711@ucla.edu

Tiffani Garnett, tgarnett@saonet.ucla.edu

Minh Tran, mctran@ucla.edu

3. Intergroup Action or Learning Project (15%)

To support your learning about intergroup relations, the issues that impact our different identity groups, and how to take action to interrupt oppression, we are asking you to participate in an action or a learning activity outside of class, that involves supporting the causes of the other identity group(s) in your dialogue, or learning more about the other identity group(s) in your dialogue.

Some project options include:

- A cultural or educational event
- Doing community service work on an issue that impacts the other identity group
- Researching the online resources and campus organizations that do activities that support the interests of the other identity group
- Educating others outside of class about the other identity group and their issues
- Doing additional research on issues that impact the other identity group
- Your own idea: any other project ideas that teach you more about the other identity group, helps you to educate others, or take action to support the interests or issues of the other identity group (please send your ideas to facilitators and instructor for approval).

We ask that you participate in your intergroup action or learning project sometime between weeks 4 through 8. After you complete your project, you are asked to write a 2-page journal about what you did for your project, what you learned in the process, and how this learning relates to what you have been learning in class.

4. Final Paper (30%)

A 5-page final paper will be due at the last dialogue session that includes self-reflection on what you learned in dialogue. A set of guiding questions will be provided ahead of time. A hard copy is to be submitted in class, and an email copy is to be turned in to the instructor.

Social Justice & Reasonable Accommodation

UCLA has made a commitment to diversity. No one will be discriminated against on the bases of race, sex, ethnicity, age, sexual orientation, social class, abilities, or differing viewpoints. Each student will be viewed as a valuable part of this class. Any student in this course who has a disability that may prevent the full demonstration of his or her abilities should contact the instructor personally as soon as possible to discuss accommodations necessary to ensure full participation.

Academic Integrity

Students are expected to uphold the high ethical standards expected for all UCLA students. Make sure to “give credit where it is due” for words and ideas. Cases of suspected cheating or plagiarism will be forwarded to the university conduct system. If you have any other questions please refer to Student Guide to Academic Integrity at:

<http://www.deanofstudents.ucla.edu/integrity.html>

Course Outline, Readings, and Due Dates

Week 1: Course Overview, Syllabus, Brave Space, Groundrules

No reading assigned.

Week 2: Group Building, Active Listening, Dialogue v. Debate

Required Reading:

- Huang Nissen, S. (1999). Defining the principles of dialogue. In *Dialogue groups: A practical guide to facilitate diversity conversations* (p. 10-22). Blue Hill, ME: Medicine Bear.

- 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.) (p. 57-60). Arlington, VA: NTL Institute.

Optional Reading:

- Tannen, D. (1998) Fighting for our lives. In *The argument culture: Moving from debate to dialogue*. New York, NY: Random House.

Week 3: Identity & Socialization, Bias & Stereotypes

Required Reading:

- Harro, B. (2000). The Cycle of Socialization. In M. Adams, W. J. Blumenfeld, R. Casteñeda, H. Hackman, M. Peters, X. Zúñiga (Eds.), *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 21-30). New York, NY: Routledge.

- Takaki, R. (2000). A different mirror. In M. Adams, W. J. Blumenfeld, R. Casteñeda, H. Hackman, M. Peters, X. Zúñiga (Eds.), *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 67-72). New York, NY: Routledge.

- Tatum, B. (1997) The Complexity of Identity: Who Am I? In *Why are all the Black kids sitting together in the cafeteria? and other conversations about race*. New York: Basic Books.

Optional Reading:

- Dovidio, J.F., Gaertner, S.L., Stewart, T.L., Esses, V.M., ten Vergert, M. & Gordon, H. (2004). From intervention to outcome: Processes in the reduction of bias. In Stephan, W.G. & Vogt, W.P. (Eds.) *Education Programs for Improving Intergroup Relations* (243-265). New York, NY: Teachers College Press.

Week 4: Power, Privilege, and Oppression

Required Reading:

-Lorde, A. (1996). There is no hierarchy of oppression. In J. Andrzejewski (Ed.), *Oppression and social justice: Critical frameworks* (5th ed., p. 51). Boston, MA: Pearson Custom Publishing.

-McIntosh, P. (1988) White privilege: Unpacking the invisible knapsack. In *Working paper 189*.

-Young, I.M. (2000). Five faces of oppression. In Adams, M., Blumenfeld, W.J., Casteneda, R., Hackman, H.W., Peters, M.L., & Zuniga, X. (Eds.) *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism*. New York, NY: Routledge.

Optional Reading:

-Johnson, A. (2006) How systems of privilege work. In *Power, privilege, and difference*. Boston, Mass: McGraw-Hill.

-Tatum, B. D. (2000). Defining racism: Can we talk? In M. Adams, W. J. Blumenfeld, R. Casteneda, H. W. Hackman, M. L. Peters & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 79-82). New York: Routledge.

Week 5: Racial Identity and Affinity Groups

Required Reading:

- Omi, M. (2000). Racial identity and the State: Contesting the Federal standards for classification. In M. Adams, W. J. Blumenfeld, R. Casteneda, H. W. Hackman, M. L. Peters & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 73-78). New York: Routledge.

-Rodriguez, R. (1991) Complexion. In *Out there: Marginalization and contemporary cultures*.

Optional Reading:

-Chu & Mustafa. (2006). Between two worlds. *Time* magazine.

Week 6: Class Issues

Required Reading:

-Jehlen, A. (2000) The wealth factor. In *NEA Today*.

-Langston, D. (2000) Tired of playing Monopoly? In M. Adams, W. J. Blumenfeld, R. Casteneda, H. W. Hackman, M. L. Peters & X. Zuniga (Eds.), *Readings for diversity and social justice*. New York: Routledge.

Optional Reading:

-Brouwer, S. (2000) Sharing the pie. In M. Adams, W. J. Blumenfeld, R. Casteneda, H. W. Hackman, M. L. Peters & X. Zuniga (Eds.), *Readings for diversity and social justice*. New York: Routledge.

-Oakes, J. (2005) The distribution of knowledge. In *Keeping track*. New Haven, CT: Yale University Press.

Week 7: Interracial Dating and Perceptions of Beauty

Required Reading:

-Lewin, T. (2000), June 24). Growing up growing apart. *The New York Times*. Retrieved on March 2009 from the NYT website at:

<http://www.nytimes.com/library/national/race/062500lewin-kids.html>

-Poran, Maya A. (2003), November 3). Denying Diversity: Perceptions of Beauty and Social Comparison Processes Among Latina, Black, and White Women. *Springer Netherlands*. Retrieved on March 2009 from the SpringerLink website at:

<http://www.springerlink.com/content/1628773361156g36/fulltext.pdf>

-Yancy, Sherelyn. (1998). Interracial Dating: Evidence From Personal Advertisements. *Sage Publications*. Retrieved on March 2009 from the SAGE website at:

<http://jfi.sagepub.com/cgi/content/abstract/19/3/334>

Week 8: Race Based Violence and Post Racism

Required Reading:

-Hernandez, Tanya K. (2007, January 7). Roots of Latino/black anger. *The Los Angeles Times*. Retrieved on March 2009 from the LA Times website at: <http://www.latimes.com/news/opinion/la-op-hernandez7jan07,0,2489.story?coll=la-opinion-rightrail>

-Abebe, Rediet T. (2009, September 22). Post 9-11, Prof Talks on Hate Crimes. *The Harvard Crimson*. Retrieved on September 2009 from the Harvard Crimson website at:

<http://www.thecrimson.com/article.aspx?ref=529090>

Week 9: Campus Climate

Required Reading:

TBA – subject to class vote

Week 10: Coalition Building and Becoming Allies

Required Reading:

- Kendall, F.E. (2003). *How to Be an Ally if you are a Person with Privilege*. Retrieved October 9, 2008 from <http://www.scn.org/friends/ally.html>

- Sherover-Marcuse, R. (2000). Working assumptions and guidelines for alliance building. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for diversity and social justice: An anthology on racism, anti-Semitism, sexism, heterosexism, ableism and classism* (pp.486-487). NY: Routledge.

- Washington, J. & Evans, N.J. (2000). Becoming an Ally. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. Hackman, M. Peters, X. Zúñiga (Eds.), *Readings for Diversity and Social Justice: Aheterosexism, ableism, and classism* (pp. 312-313). NY: Routledge.

Optional Reading:

- Anzaldúa, G. E. (2000). Allies. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for diversity and social justice: ableism and classism* (pp.475-477). NY: Routledge.

- Ayvazian, A. (2004). Interrupting the cycle of oppression: The role of allies as agents of change. In P. S. Rothenberg (Ed.) *Race, class and gender in the United States* (Sixth Edition, pp. 598-604). NY: Worth Publishers.

- Harro, B. (2000) The Cycle of Liberation. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for diversity and social justice: An anthology on racism, anti-Semitism, sexism, heterosexism, ableism and classism* (pp.463-469). NY: Routledge.

- McClintock, M. (2000). How to interrupt oppressive behavior. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism and classism* (pp. 483-485). NY: Routledge.

Assignment: Final Dialogue Projects Due