

CONF 202 – Dialogue and Difference – Section 001 [CRN 75504]

Semester: Fall 2007
Class Time: Thursdays 4:30-7:10 p.m.
Location: Fairfax campus, Innovation Hall – Room 207
Office Hours: By appointment or e-mail
Instructor: Monica S. Jakobsen, mjakobse@gmu.edu; 301.404.7193

Course Description and Objectives

In this course we will critically examine the dialogue process as intervention practice in a variety of conflict situations and contexts. Students will review current theoretical and empirical literature on dialogue, difference and conflict, and become familiar with prominent thinkers and academic debates.

We will also explore a variety of real cases in community, organizational and international conflict settings. Throughout the course students will have numerous opportunities to engage in the participation, planning, facilitation and evaluation of dialogue. Thirdly, this course will provide students with a basic understanding of (and some practice opportunities in) the skills needed to set up and facilitate a successful dialogue process.

Course Requirements

A. Attendance and Contributions in the Classroom (20%)

Along with class attendance, students are expected to participate fully in all exercises and complete all weekly required readings in preparation for class discussion. In addition, each week, one or two students are responsible for presenting the main points from the readings and provide the class with an important and/or controversial question or topic for class dialogue.

B. Dialogue Reflection Workbook (30%)

To build their Dialogue Reflection Workbook, students will complete weekly 2-3 page journal assignments. If not noted in the syllabus, the journal assignments will be given in class. Complete assignments should be posted to our class WebCT before, or on the Tuesday before each class.

C. Participation in Dialogue Sessions (20%)

Students will participate in and manage monthly campus dialogue groups.

D. Final Product Presentation (30%)

Working in teams or by yourself, the final product could be a reflection paper, a pod (short documentary), an art project, a presentation that present your reflections and understandings of dialogue practice and theory. The product could build on themes and/or questions explored in the Dialogue Reflection Workbook. Please consult instructor for approval before starting your project

Class Policies and Procedures

Students are responsible for completing individual and group assignments on time. You will be penalized the equivalent of a full letter grade for each day the assignment is late.

Some class assignments and readings will be sent via e-mail and students are responsible for checking GMU email and keeping up-to-date with these. Incomplete grades will not be granted save in cases of personal or immediate family illness or emergency.

The class will use WebCT for assignments, readings and other resources. If you are not familiar with WebCT, please let me know and you will get instructions in class.

Required Readings

Books

Adams et al., Ximena Zuniga, Heather W. Hackman, Carmelita Rose Castaneda, Maurianne Adams and Warren J. Blumenfeld (2000). *Readings for Diversity and Social Justice: An Anthology on Racism, Sexism, Anti-Semitism, Heterosexism, Classism, and Ableism*. New York, NY: Routledge.

David Schoem and Sylvia Hurtado. Ann, 2001. *Intergroup Dialogue: Deliberative Democracy in School, College, Community and Workplace* Arbor: University of Michigan Press

Articles and Chapters Available through Electronic Reserve, WebCT or GMU library website

Broome, B. J. and Jakobsson Hatay, A. (2006). Building Peace in Divided Societies: The Role of Intergroup Dialogue, in John Oetzel and Stella Ting-Toomey (eds), *Handbook of Conflict Communication*, pp. 627-662, Sage Publications. [Electronic Reserve]

Critical Intercultural Dialogue, Michael Rabinder James, Polity, Vol. 31, No. 4 (Summer 1999). pp. 587-607
[Available through JSTOR] <http://links.jstor.org/sici?sici=0032-3497%28199922%2931%3A4%3C587%3ACID%3E2.0.CO%3B2-H>

D'Estree et al 2001. Changing the Debate about "Success" in Conflict Resolution Efforts. *Negotiation Journal*. April 2001. Pp. 101-113. [WebCT]

LeBaron, Michelle. 2003. *Bridging Cultural Conflicts: A New Approach for a Changing World*. Chapter 1, pp. 3-31; & Chapter 10, pp. 271-289. San Francisco: Jossey-Bass. [WebCT]

Saunders, 1999. "The Dialogue Process", in *A Public Peace Process*, pp. 81-96. [Electronic Reserve]

Schwarz et al. 2005. "The Skilled Facilitator Approach", pp. 3-13; "The Group Effectiveness Model", 15-26; "Beginning Meetings: Introductions and Guidelines for Working Together", pp. 125-130; and "Introducing the Ground Rules and Principles in Your Own Words". , pp. 131-33. [Electronic Reserve]

Windmueller, John 2001. Making Meaning. A Case Study in Post-9/11 Democratic Deliberations, Community Resilience, and Dialogue's Dynamics. Chapters ? and ?? [WebCT]

Useful Online Resources

Common Ground Dialogue Process, Marie Jacksteit and Dr. Adrienne Koffmann

<http://www.sfcg.org/Programmes/us/pdf/manual.pdf#search='common%20ground%20dialogue%20process>

Constructive Conversations about Challenging Times *A Guide to Community Dialogue*

<http://www.publicconversations.org/pcp/uploadDocs/Community.pdf>

Weekly Themes, Readings and Assignments

WEEK 1 **AUGUST 30, 2007**

Critical Concepts in Dialogue: Self and Other

Class Themes: Introductions, expectations; Classroom community guidelines; Overview of course and syllabus
Assign readings for presentation.

Readings:

[No readings this week]

Journal Workbook Assignment #1: Course learning plan [class hand out] **Due September 4, 2007**

WEEK 2 **SEPTEMBER 6, 2007**

Critical Concepts in Dialogue: Identity and Difference

Class Themes: Identity development

Readings:

"Introduction", In *Readings for Diversity and Social Justice*, pp. 5-9.

"The Complexity of Identity: 'Who Am I?'" , *Readings for Diversity and Social Justice*, pp. 9-14.

"The Cycle of Socialization", *Readings for Diversity and Social Justice*, pp. 15-21.

"Bridging Cultures. Uncovering Paths that Connects Us", in *Bridging Cultural Conflicts: A New Approach for a Changing World*. pp. 3-31.

Journal Workbook Assignment #2: To be given in class. **Due September 11, 2007**

WEEK 3 **SEPTEMBER 13, 2007**

Critical Concepts in Dialogue: Language, Dominance and Change

Class Themes: Discrimination, Oppression, Power, and Language.

Readings:

"Prejudice and Discrimination", In *Readings for Diversity and Social Justice*, pp. 21-30.

"Discrimination Comes in Many Forms: Individual, Institutional, and Structural", In *Readings for Diversity and Social Justice*, pp. 31-35.

"Five Faces of Oppression", In *Readings for Diversity and Social Justice*, pp. 35-49.

"Language and Silence: Making Systems of Privilege Visible", In *Readings for Diversity and Social Justice*, pp. 50-60.

"A Celebration of Power", in *Intergroup Dialogue*, pp. 280-293.

Journal Workbook Assignment #3: To be given in class. **Due September 18, 2007**

Dialogue Facilitation opportunity! CAR Conflict stories event 12 – 1:15 p.m. Dewberry Hall South

WEEK 4 SEPTEMBER 20, 2007

The Ways of Dialogue: Theoretical Foundations

Class Themes: The Philosophy of Dialogue

Readings:

Windmueller, pp. 1-37.

Rabinder, "Critical Inter-Cultural Dialogue"

"Intergroup Dialogue: Democracy at Work in Theory and Practice", in *Intergroup Dialogue*, pp. 1-21.

Journal Workbook Assignment #4: To be given in class. **Due September 25, 2007**

WEEK 5 SEPTEMBER 27, 2007

The Ways Dialogue: Practice Models

Class Themes: Types of Dialogues

Readings:

"Educating for Social Justice: The Program on Intergroup Relations, Conflict, and Community at the University at the University of Michigan", in *Intergroup Dialogue*, pp. 99-114.

"Engaging the Whole Community in Dialogue and Action: Study Circles Resource Center", in *Intergroup Dialogue*, pp. 137-150

"An Honest Conversation on Race, Reconciliation, and Responsibility: Hope in the Cities", in *Intergroup Dialogue*, pp. 151-165

The Nansen Dialogue Network: <http://www.nansen-dialog.net/>

http://www.prio.no/page/Publication_details/Staff_Details/9429/40450.html

Ropers, Norbert. 2003. From Resolution to Transformation: The Role of Dialogue Projects. Available at

<http://www.berghof-handbook.net>

"The Dialogue Process", in *A Public Peace Process*, pp. 81-96

Journal Workbook Assignment #5: To be given in class. **Due October 2, 2007.**

WEEK 6 OCTOBER 4, 2007

Being in Dialogue: Skills and Techniques

Class Themes: Nuts and Bolts of Dialogue: Ground rules, Seating, Topics, Participants

Readings:

"Beginning Meetings. Introductions and Guidelines for Working Together", Schwarz et al, pp. 125-130.

"Introducing the Ground Rules and Principles in Your Own Words". , Schwarz et al, pp. 131-33.

Journal Workbook Assignment #6: To be given in class. **Due October 9, 2007**

WEEK 7 OCTOBER 11, 2007

Being in Dialogue: Skills and Techniques continued.

Class Themes: Reflective Practice Skills for Dialogue: facilitation, active listening, reflection, empathy, communication, etc.

Readings:

"The Skilled Facilitator Approach" in Schwarz et al, pp. 3-13.
"The Group Effectiveness Model", in Schwarz et al, pp. 15-26.
Class hand out on: active listening, empathy,

Journal Workbook Assignment #7: To be given in class. **Due on October 16, 2007.**

WEEK 8 OCTOBER 18, 2007

Being in Dialogue: Engaging with Difference: Race, Ethnicity, Gender and Sexuality

Class Themes: Racism, Heterosexism, Anti-Semitism, Immigration,

Readings:

"Seeing More Than Black and White", In *Readings for Diversity and Social Justice*, pp. 93-98.
"Racism. Introduction.", In *Readings for Diversity and Social Justice*, pp. 61-67.
"Defining Racism. Can we Talk?", In *Readings for Diversity and Social Justice*, pp. 79-82.
"Antisemitism", In *Readings for Diversity and Social Justice*, pp. 133-137.
"Including Jews in Multiculturalism", In *Readings for Diversity and Social Justice*, pp. 169-177.
"Sexism.", In *Readings for Diversity and Social Justice*, pp. 199-203.
"Night to His Day": The Social Construction of Gender", In *Readings for Diversity and Social Justice*, pp. 203-213
"Heterosexism.", In *Readings for Diversity and Social Justice*, pp. 261-266.
"Dragon Ladies, Snow Queens, and Asian-American Dykes: Reflections on Race and Sexuality.", In *Readings for Diversity and Social Justice*, pp. 296-299.
"International Bill of Gender Rights", In *Readings for Diversity and Social Justice*, pp. 309-318.

Journal Workbook Assignment #8: To be given in class. **Due on October 23, 2007.**

WEEK 9 OCTOBER 25, 2007

Being in Dialogue: Engaging with Difference: Disability and Class

Class Themes: Ableism and Classism

Guest Lecture: To be determined

Readings:

"Ableism.", In *Readings for Diversity and Social Justice*, pp. 319-323.
"Disability Beyond Stigma: Social Interaction, Discrimination, and Activism", In *Readings for Diversity and Social Justice*, pp. 330-339.
"Invisible and On Center Stage: Who Do We Think We Are, Anyway", In *Readings for Diversity and Social Justice*, pp. 377-378.
"Classism.", In *Readings for Diversity and Social Justice*, pp. 379-382.

"Tired of Playing Monopoly?", In *Readings for Diversity and Social Justice*, pp. 397-402.
"A Sociology of Wealth and Racial Inequality", In *Readings for Diversity and Social Justice*, pp. 402-405.
"Two Hierarchies.", In *Readings for Diversity and Social Justice*, pp. 412-418.

Journal Workbook Assignment #9: Fill out the "Social Class Questionnaire", In *Readings for Diversity and Social Justice*, pp. 432-434. **Due on October 30, 2007.**

WEEK 10 NOVEMBER 1, 2007

Being in Dialogue: Engaging with Difference: Religion and Politics, Globalization and War

Class Themes: Politics, economics, religion and global Issues

Documentary: *Darwin's Nightmare*

Readings:

Broome, B. J. and Jakobsson Hatay, A. (2006). Building Peace in Divided Societies: The Role of Intergroup Dialogue, in John Oetzel and Stella Ting-Toomey (eds), *Handbook of Conflict Communication*, pp. 627-662, Sage Publications.

"Responsibility for Reducing Poverty", "Social Class Questionnaire", In *Readings for Diversity and Social Justice*, pp. 436-446.

"The Conflicts of Globalization," Charles O. Lerche III, *The International Journal of Peace Studies*, vol. 3, no. 1, January 1998 <http://www.gmu.edu/academic/ijps/>

Pick two articles on religious dialogue from the Institute of Interfaith Dialogue's Reading Room:

http://www.interfaithdialog.org/index.php?option=com_content&task=blogcategory&id=15&Itemid=27

Journal Workbook Assignment #10: To be given in class. **Due on November 6, 2007.**

WEEK 11 NOVEMBER 8, 2007

Making Dialogue Happen: Preparation and Basic Facilitation

Class Themes: Nuts and Bolts of Dialogue: Participants and topics; Logistical set up and model of communication; Ground rules and dialogue model

Readings:

"Beginning Meetings. Introductions and Guidelines for Working Together", Schwarz et al, pp. 125-130.

"Introducing the Ground Rules and Principles in Your Own Words". , Schwarz et al, pp. 131-33.

"Using Facilitative Skills in Different Roles", in Schwarz et al, pp. 27-32.

"Understanding what guides your behavior", in Schwarz et al, pp. 33-59.

Journal Workbook Assignment #11: To be given in class. **Due on November 13, 2007.**

WEEK 12 NOVEMBER 15, 2007

Making Dialogue Happen: Facilitation, Evaluation and Reflective Practice

Class Themes: Facilitation; Reflecting in the moment; Evaluation.

Readings:

"Design Considerations in Intergroup Dialogue", in *Intergroup Dialogue*, pp. 306-327.

"Embracing the Paradox: Dialogue That Incorporates Both Individual and Group Identities", in *Intergroup Dialogue*, pp. 247-265.

"Extending Intergroup Dialogue: From Talk to Action", in *Intergroup Dialogue*, pp. 294-305.

Changing the Debate about "Success" in Conflict Resolution Efforts, in D'Estree et al 2001.

Journal Workbook Assignment #12: To be given in class. **Due on November 28, 2007.**

Week 13 November 22, 2007 Thanksgiving Holiday—No Class

WEEK 14 NOVEMBER 29, 2007

Reflection and Integration: Critique and Potential of Dialogue

Class Themes: Critical issues in the field

Readings:

"Reflections on Liberation", In *Readings for Diversity and Social Justice*, pp. 450-457

"Toward a New Vision: Race, Class, and gender as Categories of Analysis and Connection", In *Readings for Diversity and Social Justice*, pp. 457-462

"The Cycle of Liberation", In *Readings for Diversity and Social Justice*, pp. 463-469.

"Developing a Liberatory Consciousness", In *Readings for Diversity and Social Justice*, pp. 470-477.

"Can White Heterosexual men Understand Oppression?" In *Readings for Diversity and Social Justice*, pp. 477-482.

"Working for Social Justice: Visions and Strategies for Change", "Social Class Questionnaire", In *Readings for Diversity and Social Justice*, pp. 447-449.

"How to Interrupt Oppressive Behavior, in *Readings for Diversity and Social Justice*, pp. 483-485.

"Working Assumptions and Guidelines for Alliance Building", In *Readings for Diversity and Social Justice*, pp. 486-487.

"Bridging the "US/Them" Divide: Intergroup Dialogue and Peer leadership", In *Readings for Diversity and Social Justice*, pp. 488-494.

Final Paper due: (No Journal Workbook Assignment)

WEEK 15 DECEMBER 6, 2007

Final Product Presentations