



Sociology & Social Work/ PLNU
SOC 222 / Intergroup Dialogue
Course Units - 1

Spring 2017

Meeting days: Tuesdays, Quad II	Instructor title and name: Dr. Jeffrey Carr
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Additional info:	Office location and hours: Nicholson Commons 305
Final Exam: Per University Schedule	Additional info:

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically evaluate social and cultural patterns, and constructively engage as agents of hope.

COURSE DESCRIPTION

This course engages students, from one or more cultural identity groups, in facilitated dialogue about the similarities and differences of experience that exist within a group and/or between and across groups. The goal of intergroup dialogue is for students to develop comfort with, and skill in, discourse on difficult topics toward the end of fostering positive, meaningful, and sustained cross-group relationships. Whereas in debate, students learn to listen to gain advantage, in intergroup dialogue, students learn to listen to gain understanding. In so doing, students develop increased multicultural interaction facility, heightened intergroup awareness and sensitivity, and greater commitment to civic engagement. Ultimately, this course is about sharing perspectives and experiences, not about agreement with your facilitators or the philosophy of the program.

COURSE LEARNING OUTCOMES

Learning Outcomes

Students who successfully complete this course will be able to:

1. Examine diversity factors, in self and others, such as culture, ethnicity, race, class, gender, ability, religion, language, and sexual orientation
2. Analyze and explain how specific cultural experiences influence how one develops cultural competencies, skills, and prejudicial attitudes and beliefs
3. Apply and demonstrate knowledge of how to work effectively with those from diverse groups

4. Develop and design a plan for students from mainstream groups and students from under-represented groups to gain cross-cultural knowledge, values, and competencies

General Objectives & Desired Student Outcomes

1. “Knowing”—Epistemological/Choice: Students will develop increased personal and political awareness of cultural identity affiliation and difference, as well as increased knowledge about equity and diversity;
2. “Know How”—Epistemological/Choice: Students will develop increased communication and conflict exploration skills, as well as growth in perspective taking and complex thinking; students will develop the ability to juxtapose as well as integrate personal narrative and critical academic analysis;
3. “Being”—Ontological/Seeing: Students will develop decreased propensity for stereotyping, a reduction in intergroup interaction anxiety, increased comfort with multiculturalism, greater appreciation for difference, and increased motivation for cross-group bridge-building; and,
4. “Doing”—Axiomatic/Responsibility: Students will develop interest in taking action to bring about equity and justice.

Upon completion of this course, students will have developed:

1. “Knowing”—Epistemological/Choice: increased personal and political awareness of cultural identity affiliation and difference, as well as increased knowledge about equity and diversity;
2. “Know How”—Epistemological/Choice: increased communication and conflict exploration skills, as well as growth in perspective taking and complex thinking; the ability to juxtapose as well as integrate personal narrative and critical academic analysis;
3. “Being”—Ontological/Seeing: decreased propensity for stereotyping, a reduction in intergroup interaction anxiety, increased comfort with multiculturalism, greater appreciation for difference, and increased motivation for cross-group bridge-building;
4. “Doing”—Axiomatic/Choice: interest in taking action to bring about equity and justice.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a **1** unit class delivered over **8** weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

COURSE SCHEDULE AND ASSIGNMENTS

Note: For each assignment, provide the following things:

- Description: Clear explanation of the assignment
- Requirements: Clearly identify all evaluation requirements for each assignment, including rubrics, if any, for assignments.

Style standard: APA, Chicago, etc, if applicable. **Learning Expectations/Methods of Evaluation**

1. Dialogue Attendance & Participation—50%

Dialogue Attendance Policy

- Students should be aware that the nature of learning in intergroup dialogue is cumulative (for example, understanding concepts discussed in the third dialogue is, to some degree, contingent upon having attended the first and second dialogues). Therefore, it is crucial that each student attend every dialogue. Attendance will be taken at every session. If you miss a session, your facilitator has the right (per university policy) to ask you to produce documentation of your absence.

- **Students must attend 6 of the 8 dialogue sessions to earn the course credit** (where the first week's attendance is not counted due to the add/drop period). Thus, you can only miss ONE class with a bona fide excuse from the remaining six sessions). There are no exceptions to this policy. If you must miss more than one class (even for documented reasons such as illness), the professor will ask you to withdraw from the course for issues of equity.

Dialogue Participation Policy

- Each student is expected to contribute to each dialogue and to engage in related activities in each session. While it is perfectly normal and legitimate to have 'peaks and valleys' of participation, total silence and lack of engagement with your peers is inappropriate and will be taken into account in this portion of the grade. You will receive fair warning from the facilitators about any lack of participation on your part before the end of the dialogue.
- Being prepared for the dialogue is taken into account as participation. Thus, you are expected to read/view/prepare the materials assigned to you before the dialogue starts. Because dialogues have a small number of participants, your level of preparation will immediately become obvious.
- Note: Your participation grade is NOT based on your agreement or disagreement with the perspectives raised by the facilitators (who often raise multiple perspectives as a part of the dialogue process). The primary goal of dialogue is to create understanding across different perspectives, not converting to or away from any single perspective. All that is asked of you is participation in good faith to the goal of creating understanding across difference.

2. Journal Reflections—20% for four reflections (5% each)

Journal Process

- At the conclusion of most of the dialogue sessions, students will be expected to write a reflection on the experience of that day's dialogue. The length of these reflections should be determined by the content and not by participation. **Most reflections that receive full points are about two pages (double spaced).** The purpose of the journal is to give you an opportunity to reflect on your personal narratives on the session (with a critical analysis of the readings) AND to have an opportunity for feedback from the facilitators. Reflections should be thoughtful and should do at least **5 points worth** of the following items for **full credit (5 points only)**:

- **Journal Rubric**

Category Within The Journal	Point Range
A. Self Reflection: Examples include self critique or analysis, an awareness of self and/or self impact, explaining and expand on an 'a-ha!' moment you had related to the topic, session, and/or reading	2-4
B. Group Dynamics: Examples include comment on the contributions of other participants in the session, analyze the unspoken social and/or conversational dynamics of the dialogue or experience	2-3
C. Intellectual Theorizing: Examples include integrating relevant information from academic sources/readings, bringing in related narratives from other sources (friends, family, etc.), and/or framing the conversation within a broader context of social justice	1-2

- Rubric Logic: The rubric is purposely weighted to favor category A higher than category B, and category B higher than category C. Based on *quality of your work*, your journal will be assigned a point value for each category you chose to undertake, but not more than the range allows. A wise student will undertake all three categories where possible, because the minimums for the three combined categories totals 5 points. However, you are not obligated to write about all of the three categories. If you chose not to undertake a particular category, you bear the risk of not getting full credit. Also, even if you do all three categories very well, you will **not** be given a total of 9 points, because journals are only worth 5 total points.
- Journals During Absence: if you miss a dialogue, you can still turn in a journal (and you are explicitly encouraged to do so). You will only be able to do categories A and C, because category B postulates your attendance. It is still possible to obtain 5 points for this journal, but that means that your work in categories A and C must be better than minimum effort.
- To give students a sense of what facilitator feedback looks like before it counts, the first reflection will be given comments, and will *not* count toward the final grade. It is an opportunity to learn how to do a good reflection. Students will be expected to produce four journals for grading for sessions 2, 3, 4, and 6. You will not have a journal due for the last session 7 (because you have another assignment due). After session 5, your facilitators will produce a single journal to give to the class about their experiences as facilitators of the dialogue. This is an opportunity for you to provide feedback on their journal, though you are not required to do so.

Disputing a Journal Grade

- All journals will be graded for critical self-analysis, thoughtfulness, and substance according to the above rubric, NOT for whether you agree or disagree with the facilitators on social issues or ideas. The Intergroup Dialogue Course is absolutely committed to the goal of free expression. You are free *and encouraged* to provide your opinions (politically correct or not) in your journals and are asked to support them with your ideas AND to interrogate them from the perspective of someone who intelligently disagrees with you. In other words, you should be able to discuss your opinions from several perspectives, some with which you may disagree.

3. Out of Comfort Zone Experience-30%

- The dialogues are designed to get you to step outside your comfort zone. Thus, this assignment asks *you and another person* in the dialogue to attend an event, provide a service, or do something that you might not otherwise do *that is related to the topic of your dialogue*. Your facilitators will put you in pairs (or trios, depending on numbers). You and your partner(s) need to propose something for facilitator review by the third dialogue. All suggestions must be vetted and approved by your facilitators.
- Upon completion of your Out of Comfort Zone Experience, you are to write a **three-page reflection** on the experience and what you learned. All Out of Comfort Zone experiences are due by the last dialogue. Experience suggests that getting this assignment done early is in your best interest.
- The structure of the Out of Comfort Zone Experience paper should be turned in as two sections. The first section is a collective analysis of your experience; i.e., this should be co-written with your partner(s). The first section is worth a maximum of 15 points. The second section contains your individual perceptions and experiences; i.e., it is written alone. The second section is also worth 15 points. Each of the two sections of the Out of Comfort Zone Experience will be graded using the same rubric as the journal, but the point values will differ. Just to be clear: the first co-written section is worth a maximum of 15 points, even if you address all of the items below. Your individual section is worth a maximum of 15 points, even if it addresses all of the items below.

- **Out of Comfort Zone Experience Rubric**

Category Within The Journal	Point Range
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A. Self Reflection: Examples include self critique or analysis, an awareness of self and/or self impact, explaining and expand on an 'a-ha!' moment you had related to the topic, session, and/or reading	6-15
B. Group Dynamics: Examples include comment on the contributions of other participation in the session, analyze the unspoken social and/or conversational dynamics of the dialogue or experience	6-10
C. Intellectual Theorizing: Examples include integrating relevant information from academic sources/readings, bringing in related narratives from other sources (friends, family, etc.), and/or framing the conversation within a broader context of social justice	3-5

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DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
Mar 2	<p>Session 1—Beginning the Dialogue (Relationship Building) Welcome and Introductions of participants Activity [We will choose 1 or both if time permits]:</p> <ul style="list-style-type: none"> • Who Am I? • Story About Your Name <p>Initial Logistics:</p> <ul style="list-style-type: none"> • Articulation of, Expectations for, and Concerns about, the Dialogue • Thorough Review of Syllabus • Sign final page and return to facilitator • Sign in Sheet with verification of contact information <p>Activity on Listening: Zen Numbers Decide on Parameters for Dialogue (i.e., ground rules):</p> <ul style="list-style-type: none"> • dialogue v. debate • ways in which respect will be demonstrated for everyone's perspective in the dialogue • strategies for ensuring that everyone is included in the dialogue; that no one person or group dominates the discussion • what the content focus or foci for the dialogue will be, identification of the salient “issues” within the content-focus areas of the dialogue <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Reading: “Bridging Differences Through Dialogue” by Ximena Zúñiga • Reading: “Is There Still a Race Problem” by Brenda Slater McNeil • First Journal (ungraded, though it will receive comments) 	Mar 14
Mar 21	<p>Session 2—Beginning the Dialogue (Relationship Building) Review of Ground Rules Collect any remaining syllabus contracts Activity [We will choose 1, possibly 2:]</p> <ul style="list-style-type: none"> • Personal Shield • Cultural Chest • Personal Stories <p>Initial Steps into the Dialogue Topic Professor will place you in pairs (or trios) for the Out of Comfort Zone Experience. <u>Assignments:</u> Reading:</p> <ul style="list-style-type: none"> • Journal (graded) • Develop and turn in your proposed topic for Out of Comfort Zone Experience with your partner(s) 	Mar 28
Mar 28	<p>Session 3—Feeling Each Other Out (Building Trust) Review of Ground Rules Activity: [Choose 1]</p> <ul style="list-style-type: none"> • Personal and Social Identity Wheels • Circles of Multicultural Self • Multiple Identities Exercise 	April 4

	<p>Dialogue on the Article Generate 'Hot Topics' for subsequent sessions <u>Assignments:</u></p> <ul style="list-style-type: none"> • Reading: [TBD] <p>Journal (graded)</p>	
April 4	<p>Session 4—Testing the Water, Taking a Stand (Managing Tension) Review of Ground Rules Activity: Opinion Spectrum Dialogue on the Article <u>Assignments:</u></p> <ul style="list-style-type: none"> • Reading: TBA • Journal (graded) 	April 11
April 11	<p>Session 5—Hot Topic (Mediating Discord) Hot Topic: TBA <u>Assignments:</u></p> <ul style="list-style-type: none"> • Reading: TBA • Reminder: Your Out of Comfort Zone Experience and Paper are due in two sessions. 	April 18
April 18	<p>Sessions 6 & 7— Hot Topic (Mediating Discord) Hot Topic: TBA Activity: [Pick 1]</p> <ul style="list-style-type: none"> • Crosswalk (if the group appears to communicate well directly) • Caucus and Fishbowl (if the group appears to struggle with direct communication) <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Reading: “Action Continuum” by Wijeyesinghe and Griffin • Journal (graded) • Reminder: Your Out of Comfort Zone Experience and Paper are due at the beginning of the next session. 	April 25
May 2	<p>Session 8— Finding Ways to Come Together, Calling Each Other to Collective Action Activity: [Pick 1]</p> <ul style="list-style-type: none"> • Action Planning Worksheet (if the group is ready for collective action) • Specific Questions! (if the group has struggled to communicate, move through issues) <p>Discussion and Sharing of Out of Comfort Zone Experiences Next Steps→ Action→ Campus/Community Engagement/Service/Experiential Activities Celebrations/Recognition/Graduation Verbal and Written Evaluations</p>	May 2
May 2	<p>Session 9— Final Exam Week Schedule</p> <ul style="list-style-type: none"> • Final Class Meeting <p>Out of Comfort Zone Experience presentations</p>	

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Note:

1. This is a project based class and all reading materials will be provided as needed.

ASSESSMENT AND GRADING

Assignment distribution by percentage:		<u>Sample grade scale:</u>	
<ul style="list-style-type: none">• Journal Reflections (4 total) 20%• Out of Comfort Zone Assignment 30%• Class Discussion and Attendance 50%		A=93-100	C=73-76
		A-=92-90	C-=70-72
		B+=87-89	D+=67-69
		B=83-86	D=63-66
		B-=80-82	D-=60-62
		C+=77-79	F=0-59

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved. See course outline for specific date of final examination period.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.
7/28/2016

PLNU ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without

notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas.