

## **CRES 410/510: DIALOGUE ACROSS DIFFERENCES II**

**SPRING 2019**

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### **COURSE DESCRIPTION**

This class is intended to be a deepening in the exploration of both the theory and practice of dialogue as a tool for dealing with inter-group conflict. This class will expand the learning that we did in Dialogue Across Differences, Part I. We will continue to engage in practice and each student will have more practice at facilitation. Furthermore, we will look more closely at the use of dialogue processes in the particular contexts relevant to the participating students. Therefore, we will be able to adapt the class to the contexts most relevant to you. Some of the class content will be determined by the particular questions and areas that students are most interested in exploring further. Since this class is about the use and practice of dialogue, some of the class time will be content focused and some will be process focused. In this capacity, a large portion of the class will be held in a dialogic format where students will experience dialogue and also deepen their skills in designing and facilitating dialogue sessions. Class time will consist of a combination of lecture presentation, discussion, experiential activities and dialogue.

The themes to be addressed in this class build on the foundational material from Dialogue I and include more investigation around creating safety for dialogue; social identity as a basis for inter-group dialogue; process and power issues in dialogue; dialogue methods; framing dialogic questions; case studies of dialogue; and creating dialogue processes for particular contexts.

As in Dialogue I, this course will use a multi-modal methodology that includes lectures, multimedia presentations, small group discussions, large group dialogue, case study analysis and reflection on critical issues related to peace, conflict and dialogue. As conflict resolution work itself requires flexibility and attention to process dynamics, the class will model the ability to do just this as the need arises. Dialogic process will be used in taking learning to practice. Students are encouraged to be active participants in the evolution of the class. The goal for this class is to be informative, challenging, stimulating and engaging. The students and the professor will be partners in creating this learning environment together.

This course assumes that students will have basic skills in: effective communication; theoretical and methodological tools for analyzing complex materials; managing an intensive course format, which includes reading, writing and experiential activities; introspection, reflection, acceptance of differences and capacity for dealing with diversity in thought, style and perceptions; willingness and ability to engage in dialogue and other group processes; foundational understanding of the theory and practice of dialogue; and some experience in learning dialogue processes, questioning and structure.

## **LEARNING OBJECTIVES**

As a result of taking this course, students will be able to:

- better create an atmosphere of safety and trust to allow for deep exploration of inter-group issues;
- deepen their understanding of different perspectives and experience, through the use of dialogic practice, information sharing and community building;
- build on new and meaningful ways of engaging around challenging issues which frequently divide and polarize;
- explore case studies where dialogue has been used to address deep-rooted conflict;
- increase competence in communication and facilitation in order to enhance skills in both the participation in and leading of dialogue processes;
- more fully explore the issues inherent in deep-rooted group conflict to more fully understand the needs involved in dialogic processes;
- increase skill in working with the dimensions of power implications implicit in inter-group conflict and contact experiences;
- make strong links between theory and practice in the understanding of the dialogue and inter-group conflict; and
- develop models of dialogue applicable to various contexts relevant to the student participants.

## **COURSE TEXTS**

### **Required**

Course readings for this course are contained in the Readings Packet.

## **COURSE POLICIES**

**Accessible Education for All Students:** The University of Oregon works to ensure inclusive learning environments for all students. We recognize that students bring a variety of learning styles to the course, and that some learning styles may require adjustment to course structure. We are happy to talk with you about such adjustments. Please be in touch with the professor if there are aspects of the instruction or design of this course that result in barriers to your participation as a result of learning style or diagnosed disability. If this course involves anonymous grading, please contact Assistant Dean of Student Affairs, Nicole Commissiong, for information on accommodations. For more information, you are also encouraged to contact the

Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346-1155 or [uoac@uoregon.edu](mailto:uoac@uoregon.edu).

**Inclusion and Collegiality:** Our community values inclusion. We are committed to equal opportunities for all faculty, staff, and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact Associate Dean of Students Jennifer Espinola at [espinola@uoregon.edu](mailto:espinola@uoregon.edu) or 541-346-1557. The University Bias Response Team is also a resource that can assist you. See <http://bias.uoregon.edu> or call 541-346-2037.

**Academic Integrity:** Students are expected to demonstrate high levels of academic integrity and professionalism, and are prohibited from committing or attempting to commit any act that constitutes academic misconduct. Plagiarism and other forms of academic dishonesty will be grounds for automatic failure in the course. If you have questions about conduct please ask your instructor or review the University Student Conduct Code or the UO Policy.

**Attendance:** Attendance is mandatory. This is a skills course and participating in class exercises is an essential part of the course, for your benefit and for the benefit of your classmates. In addition, because of the intensive format of the course, you must be present for all sessions.

**Participation:** The classes will be highly interactive as we build answers to questions we ask together. You will be expected to engage actively in these opportunities for joint inquiry and exploration. Your participation will contribute to the learning of your fellow classmates.

**Late Assignments:** You are of course expected to turn in any assignments on time. If you are unable to turn in an assignment on time, please contact your professor to discuss whether an extension is possible (it may not be). Grades for late assignments will incur a substantial penalty. We will discuss more about this policy during our first class.

**Computer Use:** No laptop computers, smart phones, recording devices, or other electronica in class.

## **COURSE REQUIREMENTS**

This class meets for one intensive weekend, Friday afternoon through Sunday afternoon. Because the weekend takes place late in the term, there is a substantial amount of pre-meeting work that you will need to do to prepare yourself for the intensive weekend. To receive a passing grade in this class, you must do the following:

- 1) Write an orientation memo for yourself and the instructor to be brought to the first day of class. This memo should focus your attention toward questions around

- productive dialogue and your own skills development. There is no page limit for this memo. Please address the following:
- a. what context or practice areas particularly interest you
  - b. what demonstrated strengths in dialogue settings do you have
  - c. what recurrent challenges in dialogue settings would you like to work on
  - d. what do you most want to get out of this class
- 2) Do all assigned reading.
  - 3) Attend all class sessions (unless there is an excused extenuating circumstance) during the intensive weekend and participate actively.
  - 4) Write a reflective paper on your experience of participating in this class. Your paper should reflect upon and refer back to the orientation memo you wrote at the beginning of the term. The goal in this final paper is for you to reflect on your experience within and around dialogue, considering what skills you bring to dialogic interaction and how you might better facilitate, as a leader and participant, constructive dialogue. Please reference at least 3 relevant readings in your paper. Paper should be between 4-6 pages. Email your paper as an attachment to [tint@pdx.edu](mailto:tint@pdx.edu) within 2 weeks of the end of our class weekend.

### **Graduate Students**

All graduate students should think about a context where they would like to use dialogue processes as a component of their work. This can be a real or imagined context. Please write a short proposal about:

- Why you want to use dialogue in this setting
- What kind of process are you imagining
- Who are the parties
- What is the goal
- What is the method you would use

Please send this assignment to [tint@pdx.edu](mailto:tint@pdx.edu) no later than 2 weeks after class ends.

## GRADING

This course is graded Pass/No Pass. To receive a Pass, a student must, at a reasonable level of quality:

- Complete both memos (orientation and reflective) in a timely way and at a reasonable level of quality;
- Attend all class sessions and participate;
- Do all the readings; and

Appendix 1 of this Syllabus describes the reasonable level of quality required both for participation and for the memos.

## COURSE SCHEDULE

### Class 1 (Friday afternoon): Introductions, Overview, Definitions

#### Goals:

In this session, students will:

- Engage in review of Dialogic Principles, Questions, Interests

#### Reading:

- Excerpts from: Saunders, H. (1999). *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*. New York: Palgrave. (pp 221- 242) (21 pages).
- Excerpts from: Schoem and S. Hurtado (Eds.), *Intergroup Dialogue: Deliberative Democracy in School, College, Community, and Workplace*. Ann Arbor: The University of Michigan Press. (pp. 266-305 & pp. 328-352) (63 pages) Additionally, students will also choose chapters based on their particular curricular interests. (approximately 20 pages)

### Class 2 (Saturday morning)

#### Goals:

At the end of this session, students will:

- Understand Facilitator Skills, Responsibilities, Challenges

#### Reading:

- Hubbard, A. (2001). Understanding Majority and Minority Participation in Interracial and Interethnic Dialogue. In M. Abu-Nimer (Ed.), *Reconciliation, Justice, and Coexistence* (pp. 275-290) (15 pages). Lanham, Maryland: Lexington Books.

- Kelman, H. C. (2004). Reconciliation as Identity Change. In Y. Bar-Siman-Tov (Ed.), *From Conflict Resolution to Reconciliation* (pp. 111-124) (13 pages). New York: Oxford University Press.
- Rouhana, N. and Korper, S. (1996). Dealing With Power Asymmetry: Dilemmas of Intervention in Asymmetrical Intergroup Conflict. *Negotiation Journal*, 12, 315-328 (13 pages).
- Schoem, D. and Hurtado, S. (2001) *Intergroup Dialogue: Deliberative Democracy in School, College, Community and Workplace*. Ann Arbor: The University of Michigan Press. (376 pages)
- Walsh, K. (2007). *Talking About Race: Community Dialogues and the Politics of Difference* (pp. 34-48) (14 pages). Chicago: University of Chicago Press.
- Tint, B., Sarkis, C. and Chirimwami, V. (2015). Diasporas in Dialogue: Lessons from Reconciliation Efforts Within African Refugee Communities. *Conflict Resolution Quarterly*, 32(2), 177-202 (25 pages).

### **Class 3 (Saturday afternoon)**

#### **Goals:**

In this session, students will:

- Review case studies to understand context relevant dialogue

### **Class 4 (Sunday morning)**

#### **Goals:**

In this session, students will:

- Practice acting as a facilitator, focusing on Power Balancing, Questioning, Exploring Issues, Framing Actions

### **Class 5 (Sunday afternoon)**

#### **Goals:**

In this session, students will:

- Practice acting as a facilitator, focusing on Power Balancing, Questioning, Exploring Issues, Framing Actions



## APPENDIX 1 – RUBRICS FOR REASONABLE WORK

Although this is a P/NP class, it might be helpful to have work rubrics so that you know what constitutes a reasonable level of quality. You will not receive a passing grade unless your work is at a reasonable level of quality.

### Rubric for Participation:

	Will not pass	Needs revision	Reasonable level of quality	Excellent
<b>Peer Interaction</b>	Virtually no interaction with peers	Limited interaction with peers	Makes a sincere effort to interact with peers (ongoing)	Actively Supports, engages and listens to peers throughout term
<b>Participation</b>	Comments vague if given at all; frequently demonstrates a lack of interest	Sometimes participates constructively in group work and class discussions, sometimes goes on auto-pilot	Participates constructively in group work and class discussion throughout the term	Plays an active, dynamic role in discussions and group work throughout the term
<b>Contributions to Class</b>	Demonstrates a noticeable lack of interest on occasion	Comments are sometimes irrelevant and do not advance level and depth of class dialogue	Comments in class discussions are relevant and based on assigned material, and generally help the dialogue along	Comments consistently advance level and depth of dialogue in class discussions
<b>Group Dynamics</b>	Group dynamic and level of discussion are often notably disrupted by student's presence	Group dynamic and level of discussion are sometimes disrupted by student's presence	Group dynamic and level of discussion are often enhanced, but never made less effective because of student's presence and contributions	Group dynamic and productivity are always enhanced by student's presence and contributions

### Rubric for Memos:

<p><i>Excellent</i></p> <p>Written work is presented at a mature level, organized well and carefully edited, with correct grammar, good vocabulary, and high quality of careful and informed thinking. Meets all course expectations timely and completely. Shows thorough and active grasp of concepts and demonstrates exceptional ability to synthesize course lectures and materials. Demonstrates capacity for self-reflection and self-analysis, along with an ability to propose alternative approaches for the future.</p>
<p><i>Reasonable Level of Quality</i></p> <p>Written work is presented at the graduate level, with good grammar, vocabulary, and thought, with good command of content and organization and only a few minor flaws. Meets course expectations timely and completely. Shows good grasp of concepts and ability to synthesize course lectures and materials, but does not rise to the level of being exceptional.</p>
<p><i>Needs Revision</i></p>



Written work is presented at graduate level with adequate grammar, vocabulary, and thought, but with frequent flaws, problems with organization, weak or minimal grasp of concepts, and limited ability to synthesize the course lectures and materials.

*No Credit*

Written work is marred by serious problems of grammar, vocabulary, disorganization or unclear expression. Fails to meet basic minimum course expectations in a timely way. Grasp of concepts is incomplete or uncertain, and student does not adequately synthesize lecture and course materials.

*Far Below Standard Expectations*

Written work does not achieve college level grammar, vocabulary, organization, and thought. Does not master concepts and lacks the ability to synthesize the lecture and course materials.

## APPENDIX 2 – DIALOGUE BLOG

We are going to keep a class blog. This blog will give everyone an opportunity to engage with the subject matter before our intensive weekend, so that we can be primed for our work and use our time together as effectively as possible. Blogs provide us with a forum for analyzing many different kinds of dialogues, from personal to professional to dialogic patterns that we can discern in current events. Additionally, blogs themselves have become a place for exchange and commentary—an online dialogue space within which we should be capable, competent participants.

**Each of you will be responsible for posting three times and commenting five times (on five different posts).** If you want to post more than thrice or comment more than five times, however, you are welcome!

Here are the details:

- **Audience.** The primary audience for our blog is our Dialogue 2 class, so that should inform how you organize and frame your postings.
- **Topics for the blog post.** There are three different starting points for your post – you can choose the one you want:
  - What happened in my world, dialogue-wise, today?
  - What happened in the larger world, dialogue-wise, today?
  - What is going on with the reading?

Choose one of these starting points and then write your blog post so that you make one or more points. Think of yourself as a dialogue analyst and take an analytical, thoughtful approach to considering dynamics and exchange. Keep in mind that if you are going to report on something that happened in your life, you may need to anonymize the situation to protect the privacy of others.

- **Length/format for the blog post.** Your blog post should be at least two paragraphs and should be in the first person (“I” and “we”).
- **Timing.** Ideally everyone would post or comment once a week, so that the blog grows nicely, so please try to post or comment every week. But this is not a strict requirement, and as long as you meet your three-posts-five-comments requirement no later than Friday, May 21, you will receive credit for completing this assignment.
- **Blog comments.** Everyone should read the blog every day, and each of you is expected to comment on at least three separate postings. You can comment on more than that if you choose. Comments can be questions or additional thoughts.