

DIALOGUE ACROSS DIFFERENCES PART 1
CRES 510
UNIVERSITY OF OREGON
WINTER, 2021

PROFESSOR BARBARA TINT
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February 19. 2 PM - 6 PM

February 20 - 9 AM - 5 PM

February 21 - 9 AM - 5 PM

We will be flexible with time as needed to accommodate our virtual reality. I promise not to fry your brains.

Zoom Meeting

<https://uoregon.zoom.us/j/8825919811>

Meeting ID: 882 591 9811

Course Description:

This class is intended to be an exploration of both the theory and practice of dialogue as a tool for dealing with inter-group conflict. Dialogue is a process, which is different from other forms of group engagement in a variety of ways including intention, purpose, process dimensions and outcomes. It is a practice utilized in various dimensions of peace and conflict resolution efforts and has a wide utility in multiple arenas. The skills involved cross disciplines, thereby creating the potential for a common thread through the many dimensions of peace work. 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 portion of the class will be held in a dialogic format where students will experience dialogue and also develop skills in designing and facilitating dialogue sessions. Class time will consist of a combination of lecture presentation, discussion, experiential activities and dialogue.

Intended Participants:

As dialogue is a skill and a process that crosses disciplines and is useful in multiple contexts, this class is intended to reach a wide array of students. Course content will be relevant to students from various disciplines and is appropriate for Conflict Resolution (CRES) students and those outside of the CRES program who are interested in developing their skill and expertise in dialogue. Graduate students and undergraduate students will benefit from this course; readings and assignments will be gauged accordingly.

Prerequisite knowledge, skills or sensitivities:

This course assumes that students will have basic skills in:

1. Effective communication.
2. Theoretical and methodological tools for analyzing complex materials.
3. Managing an intensive course format, which includes reading, writing and experiential activities.
4. Introspection, reflection, acceptance of differences and capacity for dealing with diversity in thought, style and perceptions.
5. Willingness and ability to engage in dialogue and other group processes.

Themes addressed include:

- Definitions of Dialogue
- Social Identity as a Basis for Inter-group Dialogue
- Types of Dialogue
- Stages and Phases of Dialogue
- Process Issues in Dialogue
- Power Issues in Dialogue
- Dialogue Methods

Course purpose, goals and objectives:

The goals of the class are as follows:

- To understand the differing dimensions and types of dialogue as a tool for dealing with inter-group conflict.
- To create an atmosphere of safety and trust to allow for deep exploration of inter-group issues.
- To foster an understanding of different perspectives and experience, through the use of dialogic practice, information sharing and community building.
- To find new and meaningful ways of engaging around challenging issues which frequently divide and polarize.
- To explore case studies where dialogue has been used to address deep-rooted conflict.

- To develop competence in communication and facilitation in order to enhance skills in both the participation in and leading of dialogue processes.
- To fully explore the issues inherent in deep-rooted group conflict to more fully understand the needs involved in dialogic processes.
- To understand the dimensions of power implications implicit in inter-group conflict and contact experiences.
- To make strong links between theory and practice in the understanding of the dialogue and inter-group conflict.

Teaching method/Class format:

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. Students and the Professor will be partners in creating this learning environment together. As this class will be held fully on line, we will work flexibly with time and technology so that both content and process are engaging and productive.

Students are to be present for all sessions, with accessible wi-fi, computer if possible (not phone or tablet), cameras on, distractions off (as possible).

REQUIRED READINGS

*Please have these readings completed before the beginning of the weekend seminar.

*Bohm D. Factor, D. and Garret, P. Dialogue – A Proposal.

www.infed.org/archives/e-texts/bohm_dialogue.htm

*Campt, D. (2021). *A Dozen Do's and Don't's For Effective Dialogue in Trying Times*.
https://greensboro.com/opinion/columnists/david-campt-a-dozen-dos-and-donts-for-effective-dialogue-in-trying-times/article_a1bc21b0-4fa7-11eb-928c-3be400a59e98.html

*Cayer , M. (2005). The Five Dimensions of Bohm's Dialogue. In B. Banathy & P. Jenlink (Eds.), *Dialogue as a Means of Collective Communication* (pp. 171-191). New York: Kluwer Academic/Plenum Publishers.

Ellinor, L. and Gerard, G. (1998). *Dialogue: Rediscovering the Transforming Power of*

Conversation (pp. 63-127). New York: John Wiley and Sons, Inc.

Farhat, A. and Cohen, C. (2000). Working With Groups in Power. Working Paper. Brandeis Program for Co-existence.

Gurevitch, Z. (2001). The power of not understanding: The meeting of conflicting identities. In P. Chew (Ed.), *The conflict and culture reader* (pp. 241-248). New York: New York University Press.

Nadler, A. (2000). Inter-group Conflict and Its Reduction: A Social-Psychological Perspective. In R. Halabi, (Ed.), *Israeli and Palestinian Identities in Dialogue* (pp. 13-30). New Brunswick, N.J.: Rutgers University Press.

*Schoem, D., Hurtado, S., Sevig, T., Chesler, M. and Sumida, S., (2001). Intergroup Dialogue: Democracy at Work in Theory and Practice. In D. Schoem and S. Hurtado (Eds.), *Intergroup Dialogue: Deliberative Democracy in School, College, Community, and Workplace* (pp. 1-21). Ann Arbor: The University of Michigan Press.

*Senge, P. et al (1994). Level and Stages of Dialogue: The Development of Cool Inquiry. *The Fifth Discipline Field Book*. http://www.swaraj.org/shikshantar/expressions_senge.pdf

Tint, B. (2008). Dialogue, Forgiveness and Reconciliation. In A. Kalayjian and R. Paloutzian (Eds.), *Forgiveness, Reconciliation, and the Pathways to Peace*. Springer Publishers.

Wing Sue, D. (2013). Race Talk: The Psychology of Racial Dialogues. *American Psychologist* November (663-672). <https://www.aals.org/wp-content/uploads/2017/05/race-talk-in-class.pdf>

Course Outline

Class 1 (Friday afternoon):	Introductions, Overview, Definitions Goals and Principles of Dialogue
Class 2 (Saturday morning):	Stages and Types of Dialogue Dialogue Methods
Class 3 (Saturday afternoon):	Asking Dialogic Questions
Class 4 (Sunday morning):	Power, Culture and Identity in Dialogue
Class 5 (Sunday afternoon):	Dialogue in Action

Assignments, exercises, projects

This class is a P/NP option only, which allows the focus of participation to be on the experiential and reflective dimension of dialogue work. In order to receive a passing grade in the class, students need to:

- 1) Attend all class sessions (unless there is an excused extenuating circumstance)
- 2) Do all assigned reading.
- 3) Participate in classroom discussions, activities and dialogue sessions.
- 4) Send me an email before or during the last week of the term confirming (honor code here, folks) that you did all of the reading. Please share two things from the reading that you found most interesting, helpful or insightful.