

Intergroup Dialogue on Sexuality & Gender Syllabus (Fall 2014)
SOC/WGS 230 – Sec M003
Thursdays 3:30-6:15 p.m. — Maxwell 111

Faculty Co-Facilitators:

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Course Overview:

In this course, you will learn about, participate in, and critically reflect on intergroup dialogue. Intergroup dialogue is an educational model that brings together students from different social identity groups in a cooperative, small group, learning environment. Intergroup dialogue often involves members of groups with a history of conflict or limited opportunities to engage in deep and meaningful discussion of controversial, challenging, or divisive issues. The tools of intergroup dialogue include: (1) understanding social identities and the role of social structures and institutions in creating and maintaining inequality; (2) developing intergroup and other communication skills; and (3) planning and enacting collaboration. The course is organized around multi-disciplinary readings (e.g., historical, sociological, psychological, and personal narratives), experiential learning activities, small group projects, weekly writing, and critical reflections. Throughout the course you will analyze and learn about your own social identity as well as issues facing groups on campus, in higher education, and in broader society. The overall goal is to create a setting for the class to engage in open and constructive dialogue concerning issues of intergroup relations, conflict, and community. Accordingly, respect for one another and honesty (both intellectual and emotional) are mandatory for this course. There are four other intergroup dialogue courses offered in the intergroup dialogue program--this course consists of an intergroup dialogue with a focus on sexuality and gender; the three other courses focus on issues of race and ethnicity; women's' experiences of race and ethnicity; and community organizing (SWK/CFE 400). Possible forthcoming spring courses are anticipated to address socioeconomic class and religion.

Course Requirements

Assignment	Percentage of Grade	Point Value
Attendance & Informed Participation	24% of final grade	240 points
Critical Reflections (CR's): <i>Due on Thursdays by 3:30 p.m.</i>	22.5% of final grade	9 CR's @ 25 points each: 225 points (225 total points)
Collage & Testimonial	3% of final grade	15 points each (30 points total)
Hot Topic Assignments	2% of final grade	4 Hot Topic suggestions (5 points each, 20 points total)
Intergroup Collaboration Project (ICP)	23.5% of final grade	ICP Proposal: 30 points ICP Progress Report: 30 points Group Peer Evaluations: 30 points Individual Presentation Evaluation: 20 points Group Presentation: 125 points (235 total points)
Final Paper	25% of final grade	250 points
		Total Points in Course: 1000 points

Attendance and Informed Participation: (240 points) Active participation in dialogue sessions is the centerpiece of your experience and learning in the course. Consistent attendance and thoughtful preparation before class meetings is required—including completing assigned readings, out of class exercises, and/or critical reflection assignments. We recognize that active engagement and learning styles may differ across individuals. Quantity of talk is not in itself the basis for evaluating participation; the quality of input and depth of reflection together with demonstration of active listening are more important components of dialogue. As participation and attendance comprise a significant portion of your course grade, your progress, and your experiences in the class, in addition to other’s progress and experiences, we strongly encourage you to attend every class and to attend even if you have not completed the assignment for the day.

Attendance and informed participation is worth 20 points for most classes. The 1st class session will not count for attendance points. Each student will be allowed 1 absence, for whatever reason, without points being deducted. *Note:* there are no “excused” and “unexcused” absences—all absences are absences. If you know in advance that you need to be absent, we would appreciate the advance warning, but it will still count as an absence. For full attendance and participation points (20 points) you must be present with meaningful participation, including your ability to link readings to the in-class dialogue and personal experiences. A 10-point bonus will be awarded at the end of the semester for perfect attendance.

Further, in order to promote a quality dialogue, it is expected that everyone will exhibit the utmost attention as such is required to build trust and facilitate intergroup learning. Accordingly, electronic devices such as cell phones, computers, and mp3 players should not be turned on in class. Texting, chatting, listening to music, and web surfing will not be tolerated and students who use such devices during class will only be eligible for full class participation for the day.

Critical Reflections (CR’s): (220 points) There will be 9 critical reflection assignments, typically one per week. All are worth 25 points each. Each CR ranges from 2-3 pages. Assigned articles that are in the syllabus must be referenced in your critical reflection for the week – **you need not reference every reading for each week, but you must reference at least 2-3.** Every week numerous questions will be provided for you to respond to and do your best to address most, if not all questions. The questions are prompts for your thinking and ways to make connections across readings and concepts. Specific instructions for each critical reflection assignment accompany each assignment in Blackboard.

Critical reflections are due electronically in the assignment section of Blackboard by **Thursday by 3:30 p.m.** Please submit assignments by attaching a Word document (.doc) or .pdf **and** insert the text of the critical reflection in the assignment response box. If you fail to do so and your critical reflection file does not upload, your assignment will be considered late. Please make sure your document uploads to ensure you are not graded as if you upload it after the due date.

Your CR’s will be graded using the following rubric:

15 points for critical thinking, 5 points for use of readings, and 5 points for writing skills

Paper Grading Guidelines – Your papers will NOT be graded on your opinions, ideas, beliefs or whether you agree with the material. Your papers WILL be graded on the following three criteria:

Insight & Critical Thinking:

- Is your paper written in a way that is engaging?
- Are your opinions and beliefs clear? Did you explore why you believe what you believe and trace it to deeper truths for you?
- Did you write it as if you were in a rush or were you thoughtful?

- Are you bringing your own voice to the paper, or recycling discussion points that were covered in class or the readings?
- Did you demonstrate how you thought through, expanded, and/or questioned the ideas of the readings? (Don't just tell us what an author says. Tell us what you think about what the author says, and why you think that.)
- Did you tell your story and how you relate to the questions for the assignment?
- Did you use more than your personal experience and examine what your idea or belief means on a larger level (institutionally or culturally)?

Use of Readings:

- Did you use the appropriate number of readings?
- Did you explain why you chose to cite a particular reading?
- Did you clearly connect readings that are significant to this paper assignment?
- Do you utilize the readings to expand your argument(s)/opinions/thesis?
- Did you incorporate the ideas of a reading (citing appropriately) and develop or question the idea?

Writing Skills:

- Did you proofread your paper?
- Are there grammatical errors?
- Did you cite your sources and referenced readings appropriately?
- Did you read over your paper after you spell checked it? (Ex. There vs. their, from vs. form)
- Did you complete the assignment in a clear and concise way?
- Do you have transitional sentences (good) or is it stream of consciousness (not good)?
- Is there a works cited page?

Collage: (15 points) For **SESSION 4**, each student will make a collage on poster board representing 1) how you construct, identify, and view your sexual orientation and gender and 2) how you perceive others to construct, identify, and view your sexual orientation and gender. You can divide the poster board in half, use both sides, or configure it in some other way. This is your opportunity to be creative in displaying how you view your sexuality and gender, as well as how you experience other's perceptions of these identities. The collage can be completed in any manner you choose; it can include and use any type of materials you want (e.g., magazines, newspapers, information from the internet, personal photos, etc.). Each student will present their collage to the class.

Testimonial: (15 points) For **SESSION 5**, students will share their personal story related to their gender, sexual orientation and another social identity (e.g., race, religion, socioeconomic class). Additional details appear in the Blackboard folder ASSIGNMENTS with more information.

Hot Topics Assignments: (20 points total)

Each student will suggest hot topic ideas (5 points each). Two ideas must connect with the topic of **feminism** and two must connect with the topic of **allyship**. Before submitting a topic, you should locate, read, and consider two (outside of class) related readings (blog-posts, and other media are sources to consider).

Intergroup Collaboration Project: (235 points total) Students will work together in small groups assigned by the facilitators to create a collaborative action project based on understanding and learning from the dialogue. Each group will implement the project and present about their project to the class. Additional information regarding the ICP (Intergroup Collaboration Project) assignment is available on Blackboard. The 230 points will be based upon your group's evaluation of your participation (30 points) and facilitators' evaluation of the project implementation and presentation (Proposal 30 points; Progress Report 30 points; Individual Presentation Contribution 20 points; Group Presentation 120 points; Group Collaboration 30 points). More information about the ICP will be presented in class and outlined on the Blackboard folder ASSIGNMENTS.

Final Paper: (250 points) Each student will write a final paper (10-12 double-spaced pages in 12-point, Times New Roman font) reflecting their personal learning throughout the intergroup dialogue course. The paper should integrate **a minimum of eight references** to answer the assignment questions. Overall, the paper requires one to describe, analyze, and summarize course experiences, personal experiences, and reflection on one's social location related to specific course content on theories, concepts, and research related to intergroup dialogue and issues of oppression and privilege. Additional information about the assignment is available on Blackboard in the folder ASSIGNMENTS. **Due Monday, December 8, 2014.**

General Course Guidelines

Respectful Atmosphere: (Mandatory!) In this class, we will discuss issues that are often considered controversial. We all come from different perspectives on these issues. Disagreement and conflict within the dialogue is likely and perhaps inevitable for true learning to occur. However, disagreements should never take the form of personal attack—such is absolutely unacceptable. Mutual respect is required in order to maximize a healthy and fair learning environment. We will develop class specific guidelines that will help us attain a respectful atmosphere in class.

Honesty: (Mandatory!) The dialogue nature of this course requires that we be as honest as possible in expressing our thoughts and feelings. A high level of trust and support is needed within this group to encourage members to participate as openly and honestly as possible.

University Policies

Accommodations for students: Our community values diversity and seeks to promote meaningful access to educational opportunities for all students. Syracuse University and I are committed to your success and to supporting Section 504 of the Rehabilitation Act of 1973 as amended and the Americans with Disabilities Act (1990). This means that in general no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability.

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), <http://disabilityservices.syr.edu>, located at 804 University Avenue, room 309, or call 315-443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue "Accommodation Authorization Letters" to students with documented disabilities as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

You are also welcome to contact us privately to discuss your academic needs although we cannot arrange for disability-related accommodations.

Educational use of student work: Chase and Michael intend to use academic work that you complete this semester in subsequent semesters for educational purposes (publications or presentations). Before using your work for that purpose, we will either get your written permission or render the work anonymous by removing all your personal identification.

SU Email Policy: Syracuse University has established the @syr.edu email as a primary vehicle for official communication with students. All University communication sent via email will be sent to this address. Students are responsible for all communications sent to this address.

Faith Tradition Observances: Syracuse University does not have non-instructional days for any religious holiday and students must notify instructors by the end of the second week of classes when they will be observing their religious holiday(s).

SU's religious observances policy, found at http://supolicies.syr.edu/emp_ben/religious_observance.htm, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors no later than the end of the second week of classes. Student deadlines are posted in My Slice under Student Services/Enrollment/My Religious Observances/Add a Notification. Syracuse University recognizes the diverse faith traditions represented among its campus community and supports the rights of faculty, staff, and students to observe according to these traditions. An opportunity will be provided to make up any requirements that may have been missed because of an absence due to a religious observance providing that a student notifies course instructors of the anticipated absence **through MySlice for two weeks beginning the first day of class.**

Academic Integrity: Academic integrity is an essential core value of the University, and one for which we all share responsibility. I ask that you evaluate your role in fostering the highest ideals of personal and academic honesty at Syracuse University. The Academic Integrity Office (AIO) implements the policy for academic integrity developed by a university committee in consultation with the University Senate. I encourage you to become familiar with the policies and procedures, to participate in the AIO's educational activities, and to engage your students and colleagues in considering the importance of academic integrity and the University's efforts to promote an environment characterized by honesty, trustworthiness, fairness, and respect. I ask that you include a statement about academic integrity in your syllabus. In addition, our policy requires that if you have particular expectations regarding academic integrity, these expectations should be articulated in writing. A suggested syllabus statement is available at <http://academicintegrity.syr.edu/suggested-syllabus-language/> and additional information concerning academic integrity at SU is available at <http://academicintegrity.syr.edu>.

FERPA: The Family Educational Rights and Privacy Act (FERPA) sets forth requirements regarding the privacy of student records. FERPA governs both the access to and release of those records, known as education records, and the information they contain. Under FERPA, faculty have a legal responsibility to protect the confidentiality of student records. For additional information about FERPA and SU's FERPA policy, see <http://www.syr.edu/registrar/staff/ferpa> or contact the Office of the Registrar (315-443-3535).

Sexual and Relationship Violence Services: All employees, including your faculty instructors, are considered responsible employees, which means we are required to report any disclosures of sexual misconduct, including sexual assault, relationship violence, sexual harassment, stalking, and cyberbullying. Should you want to speak to a privileged and confidential source about these issues, you can contact the **Sexual and Relationship Violence Response Team**, 24 hours a day/7 days a week: 315-443-4715, 200 Walnut Place (Counseling Center), svresponse.syr.edu

Syracuse University Student Support Services:

Office of Student Assistance—306 Steele Hall / 315-443-4357 (HELP)

Helps students and their families manage crises, life traumas, and other barriers that impede success. The staff works to address the needs of students who struggle in such areas as psychological health, physical health, victimization, relationship issues, and social adjustment through a variety of interventions, referrals, and follow up services.

Counseling Center—200 Walnut Place / 315-443-4715

A free, confidential service for students experiencing emotional, personal, or mental health difficulties.

Options Program— 200 Walnut Place / 315-443-4715

Free, confidential service for early intervention, education, and referrals for students who experience problems related to alcohol or other drug use.

Disability Cultural Center (DCC)— 105 Hoople Building / 315-443-4486 / <http://sudcc.syr.edu>

Syracuse University established a Disability Cultural Center (DCC) to coordinate campus-wide social, educational, and cultural activities on disability issues for students, faculty, staff, and community members with and without disabilities.

Equal Opportunity, Inclusion, and Resolution Services – 005 Steele Hall/315-443-4018/

<http://www.syr.edu/hcd/equal-opportunity.html>

The role of the Equal Opportunity, Inclusion, and Resolution Services is to support the University's non-discrimination policies: Syracuse University does not discriminate on any protected basis. This includes in admission, treatment, or access to its programs and activities or in employment in its programs and activities. The University prohibits harassment or discrimination related to any protected category. **The protected bases include creed, ethnicity, citizenship, sexual orientation, national origin, sex, gender, pregnancy, disability, marital status, political or social affiliation, age, race, color, veteran status, military status, religion, sexual orientation, domestic violence status, genetic information, gender identity, gender expression or perceived gender.** Any complaint of discrimination or harassment related to any of these protected bases should be reported to Cynthia Maxwell Curtin, the University's Chief Equal Opportunity, Inclusion, and Resolution Services Officer. She is responsible for coordinating compliance efforts under the various laws including Titles VI, IX and Section 504 of the Rehabilitation Act.

LGBT Resource Center—750 Ostrom Avenue/ 315-443-3983 / <http://lgbt.syr.edu>

The LGBT Resource Center offers services to those with marginalized genders and sexualities and their allies, by offering intentional programs, developing meaningful dialogues, providing education and resources, cultivating leadership, engaging in advocacy, and collaborating with others.

Office of Multicultural Affairs (OMA)—105 Schine Student Center / 315-443-9676 / <http://multicultural.syr.edu>

Provides a wide range of programs to support and promote the academic achievement, multicultural competence, social development, civic engagement, and retention of students from historically underrepresented racial/ethnic groups at Syracuse University as well as community-wide programming and events.

Native Student Program—113 Euclid / (315) 443-0258 / <http://multicultural.syr.edu/programs/nsp.html>

Provides a wide range of programs to support and promote the academic achievement of Native students and connection to their people and history.

Slutzker Center for International Services—310 Walnut Place / 315-443-2457 / <http://international.syr.edu>

Provides immigration advising and a range of programs to support the cultural adjustment and achievement of international students.

Course Structure

“We must learn to be vulnerable enough to allow our world to turn upside down in order to allow the realities of others to edge themselves into our consciousness” (Delpit, 1988, p. 297).

The dialogue curriculum will take participants through four stages:

- Stage I – Creating an environment for effective dialogue (4-5 weeks)
- Stage II – Situating the dialogue by learning about commonalities and differences within/between groups (3 weeks)
- Stage III – Exploring conflicting perspectives through “Hot/Controversial” topics (2-3 weeks)

- Stage IV – Moving from dialogue to action as we bring the course to a close (3-4 weeks)

The reading and assignment noted in the syllabus are to be completed by class time each week. All of the readings, assignments, and class handout are available on Blackboard.

<p>STAGE I: Session 1 Introducing and Creating an Environment for Dialogue No assignments needed in preparation for class on August 28</p>

Learning goals:

- Getting to know each other
- Creating a climate for dialogue across differences

Due for Session 3:

Critical Reflection A

Identity Artifact

Questions about the syllabus (informal)

Session 2: NO CLASS ON SEPTEMBER 4

<p>STAGE II: Session 3 Setting a Climate for Dialogue Assignments due by 3:30 p.m. Sept. 11 (CR A) & In Class</p>
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Learning goal:

- Getting to know each other
- Continue to create a climate for dialogue across differences

Readings due:

Bidol, P. (1986). Interactive Communication. In I. Bardwell, P. Bidol, & N. Manning (Eds.), *Alternative environmental conflict management approaches: A citizen's model* (pp. 205-209). Ann Arbor, MI: University of Michigan.

GLAAD. (2010). *Media reference guide: Offensive terms to avoid* (excerpt pp. 10-13).

hooks, b. (2010). *Teaching critical thinking: Practical wisdom*. New York: Routledge (excerpt pp. 7-11).

Salter, C. (2011). For careful listening. EDU781SU: Critical lessons and educational change. Accessible online at: <https://gelopez.expressions.syr.edu/engaged-scholarship/>

Schulman, M. (January 9, 2013) Generation LGBTQIA. *New York Times*. Retrieved from http://www.nytimes.com/2013/01/10/fashion/generation-lgbtqia.html?pa&_r=0

Spade, D. (2011). Some Very Basic Tips for Making Higher Education More Accessible to Trans Students and Rethinking How We Talk about Gendered Bodies, *Radical Teacher*, 92, pp. 57-62.

Tatum, B. D. (2010). The complexity of identity: "Who am I?" In M. Adams, W. J. Blumenfeld, C. R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for diversity and social justice* (pp. 5-8). Routledge: New York.

Zuniga, X., Nagda, B. A., Chesler, M., & Cryton-Walker, A. (2007). Intergroup dialogue in higher education:

Meaningful learning about social justice. ASHE Higher Education Report, 32 (4), excerpt: pp. 2-5 and pp. 9-18.

In Class Assignments Due:

- **Identity Artifact:** Bring to class/be prepared to describe one item/experience/concept/feeling that is important to you and representative of your identity. As this is a dialogue on sexuality and gender, you should choose an artifact that speaks to one of these identities. You will be asked to share the significance of the item/experience/concept/feeling as it relates to your identity and experiences.
- **Bring any questions on the course syllabus and Blackboard page to class**

Assignments Due prior to class:

- **Critical Reflection A (see Blackboard for Critical Reflection questions under Assignments – Critical Reflections)**

Extra Credit Opportunities

MONDAY, SEPTEMBER 15th, 4:00 PM, Maxwell Auditorium

Phi Beta Kappa Visiting Scholar **Wendy Brown** will give a public lecture on "Women or Persons? The Naming Debate in Reproductive Freedom Campaigns."

THURSDAY, SEPTEMBER 18, 7PM, Joyce Hergenhahn Auditorium, Newhouse 3

THROUGH A LENS DARKLY: BLACK PHOTOGRAPHERS AND THE EMERGENCE OF A PEOPLE

Thomas Allen Harris

(92 min, USA, 2014, closed-captioned in English)

This poetic and deeply personal documentary examines how black photographers—both professional and amateur—have used the camera as a tool for social change from photography's invention to the present. Introduction and Q&A with director Thomas Allen Harris.

FRIDAY, SEPTEMBER 19, 7PM, Shemin Auditorium, Shaffer Art Building

LAKSHMI

Nagesh Kukunoor

(104 min, India, 2013, Hindi with English subtitles)

Inspired by a true story, this harrowing feature film charts the courageous struggle for freedom and justice by a young Indian woman who was abducted into sex trafficking at the age of thirteen. *This film contains scenes of sexual violence.* Introduction and Q&A with director Nagesh Kukunoor.

SATURDAY, SEPTEMBER 20, 1PM, Shemin Auditorium, Shaffer Art Building

AMERICAN VAGABOND

Susanna Helke

(85 min, Denmark/Finland, 2013, closed-captioned in English)

This lyrical and evocative documentary illuminates the heartrending fate of James and Tyler, two homeless queer youth living in the shadows of San Francisco's gentrified gay Mecca.

Skype Q&A with director Susanna Helke.

STAGE I: Session 4

Group Building and Exploring the Centrality and Complexity of Identity

Assignments due by 3:30 p.m. on September 18 (CR B) & In Class

Learning goals:

- Getting to know each other (continued)
- Applying the group process guidelines

Readings due:

- Han, C. (2007) Why point out what we already know? In R. Labonté & L. Schimel (Eds.). *First person queer: Who we are (so far)*, pp. 52-56. Vancouver, BC: Arsenal Pulp Press.
- 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. 15-21). New York: Routledge.
- hooks, b. (2010) Feminism: A movement to end sexist oppression. In M. Adams, W. J. Blumenfeld, C. R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for diversity and social justice* (pp. 337-339). New York: Routledge.
- Kimmel, M. S. (2010) Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity. In M. Adams, W. J. Blumenfeld, C. R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for diversity and social justice* (pp. 326- 332). New York: Routledge.
- Serano, J. (2010) Performance piece. In K. Bornstein & S. B. Bergman (Eds.). *Gender outlaws: The next generation*. (pp. 85-88). Berkley, CA: Seal Press.

Assignments due in class:

- **Completed Personal and Social Identity Wheels** (distributed in class and available on Blackboard)
- **Identity Collage:** Please bring your collage to present to the group

Assignments due prior to class:

- **Critical Reflection B** (see Blackboard for Critical Reflection questions under Assignments – Critical Reflections)

Upcoming Assignments for Session 5: Your Testimonial

<p>STAGE I: Session 5</p> <p>Sharing Stories, Noticing Commonalities and Differences in Experience (Testimonials)</p> <p>Assignments due by 3:30 p.m. on September 25 (CR C) & In Class</p>
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Learning goals:

- Voicing and sharing the significance of one's social identities
- Actively listening to each others' stories

Readings due:

- Chase, C. (2002). *Affronting Reason*. In J. Nestle, C. Howell, & R. Wilchins (Eds.), *Genderqueer: Voices from beyond the sexual binary* (pp. 204-219). Los Angeles: Alyson Publications.
- Cooper, A. (2010). What happens when you find the one...and he's nothing—nothing—like you expected? *The Oprah Magazine*. Accessible online at:
<http://www.oprah.com/relationships/Falling-in-Love-with-a-Transgender-Man> .
- Kude, C. (May 2013). Queer voices – Bisexuality does not reinforce the gender binary, it dissolves it. *Q Center: Portland's LGBTQ Community Center*. Retrieved from
<http://www.pdxqcenter.org/bisexuality-does-not-reinforce-the-gender-binary-it-dissolves-it/>
- Mandrewlitter (2009, Feb 13). Am I the only one? AVEN: The Asexual Visibility and Education Network. Accessed online at:
<http://www.asexuality.org/home/node/35>

McKenzie, M. To the queer black kids. *Black Girl Dangerous: a multi-faceted forum for the literary and artistic expression of queer and trans* people of color*. Retrieved from:
<http://www.blackgirldangerous.org/2013/05/201359to-the-queer-black-kids/>

Spade, D. (ND). For lovers or fighters (poly essay take 2). Retrieved from:
<http://www.makezine.enoughenough.org/newpoly2.html>

Staples, B. (2005). Just walk on by: A Black man ponders his ability to alter public space. In E. Disch (Ed.). *Reconstructing gender: A multicultural anthology* (pp. 165-168). CA: Mayfield Publishing.

Vivian (2013). I'm A Trans Woman And I'm Not Interested In Being One of the "good ones". From Autostraddle,
<http://www.autostraddle.com/im-a-trans-woman-and-im-not-interested-in-being-one-of-the-good-ones-172570/>

Ziegler, K. R. (2012) Why centering race in transgender advocacy is key to advocacy for all. Retrieved from:
<http://blackademic.com/why-centering-race-in-transgender-advocacy-is-key-to-equality-for-all/>

Assignments due in class:

- **Prepare your testimonial to share with the group.** A testimonial is a way of conveying our own stories, in our own words. You will be asked to speak for ten minutes about your sexuality and your gender. Dialoguers often talk about their socialization related to the identities and the impact of the identities on their life experiences. Accordingly, you may find it beneficial to talk about your overall awareness of your sexuality and gender of your choice or lack of awareness of these identities and what contributed to this as well as the messages you received growing up about your sexuality and gender in contrast to others' identities, the ways in which these messages were reinforced or challenged (by family, media, education, religion, peers), and the impact of these identities on your experiences. If you feel it would be helpful, you may create an outline of your testimonial to help structure what you will share in class (this does not have to be submitted).

Assignments due prior to class:

- **Critical Reflection C (see Blackboard for Critical Reflection questions under Assignments – Critical Reflections)**

<p>STAGE I: Session 6 Sharing Stories, Noticing Commonalities and Differences in Experience Assignments due by 3:30 p.m. on October 2: ICP Proposal</p>
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Reading in preparation for session 5:

- Miller, N. (2000). Stonewall and the birth of gay and lesbian liberation. In M. Adams, W. J. Blumenfeld, C. Castañeda, H.W. Hackman, M. L. Peters, and X. Zúñiga (Eds.) *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism ableism, and classism* (pp. 288-289). New York: Routledge.
- Love, B. (2010) Developing a liberatory consciousness. In M. Adams, W. J. Blumenfeld, C. R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for diversity and social justice* (pp. 599-603). New York: Routledge
- Plant, R. (2000). The men with pink triangles. In M. Adams, W. J. Blumenfeld, C. Castañeda, H.W. Hackman, M. L. Peters, and X. Zúñiga (Eds.) *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism ableism, and classism* (pp. 302-304). New York: Routledge.

Steinem, G. (1991). Men and women talking. In E. Ashton-Jones and G. A. Olson (Eds.), *The gender reader* (pp. 299-313). Needham Heights, MA: Allyn and Bacon.

Stryker, S. (2010). The Compton's cafeteria riot of 1966. In M. Adams, W. J. Blumenfeld, C. Castañeda, H. W. Hackman, M. L. Peters, and X. Zúñiga (Eds.) *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism ableism, and classism* (pp. 432-435). New York: Routledge.

Assignments and writing due:

- **CR D:** See Blackboard for assignment
- **ICP Proposal:** Each ICP group must submit a typed ICP Proposal (a minimum of 3 pages long) discussing their group expectations and dynamics as well as outlining their ICP action plan. The ICP Proposal must reference Love's (2010), "Developing a liberatory consciousness" (the assigned article for the week). Feel free to reference any other articles necessary to establish a need for your project and formulate your action plan. The proposal should be written by the group collectively and posted in the "File Exchange" section of your ICP group page on Blackboard. Additional instructions for the proposal can be found on the handout distributed in class and available in the "ICP Project" folder on Blackboard.

STAGE II: Session 7

Understanding Socialization & Systems of Oppression and Privilege

CR D is due by 3:30 p.m. on October 9

Learning goals:

- Exploring differences and commonalities within and across social identity groups constructively

Readings Due:

Hardiman, R., Jackson, B. W., & Griffin, P. (2010). Conceptual foundations. In M. Adams, W. J. Blumenfeld, C. R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for diversity and social justice* (pp. 26-35). New York: Routledge.

Johnson, A. (2010). The social construction of difference. In M. Adams, W. J. Blumenfeld, C. R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for diversity and social justice* (pp. 15-20). New York: Routledge.

Katz, J. (2010). Violence against women is a men's issue. In M. Adams, W. J. Blumenfeld, C. R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for diversity and social justice* (pp. 340-343). New York: Routledge.

Lorber, J. (2000). "Night to his day:" The social construction of gender. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. Hackman, M. Peters, X. Zúñiga (Eds.), *Readings for Diversity and Social Justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 203-213). NY: Routledge.

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

Taylor, E. (2010). Cisgender privilege: On the privilege of performing normative gender. In K. Bornstein & S. B. Bergman (Eds.), *Gender outlaws: The next generation* (pp. 268-272). California: Seal Press.

Writing Due:

- **Critical Reflection E** (see Blackboard for Critical Reflection questions under Assignments – Critical Reflections)

STAGE II: Session 8
Caucus Groups & Fishbowls
Assignments due by 3:30 p.m. on October 16 (CR E) and Hot Topic Suggestions & In Class

Learning goals:

- To share and listen to each other's perspective and ask questions
- To increase participants' awareness of their social identities
- Clarifying meanings of social identities and societal power/status, advantages/disadvantages of social identity group membership

Readings Due:

Alexie, S. (2012) Jason Collins is the envy of straight men everywhere. Retrieved from:

<http://www.thestranger.com/seattle/jason-collins-is-the-envy-of-straight-men-everywhere/Content?oid=16638642>

Brodesser-Akner, T. (2014). Miss American Dream. How Britney Spears went to Vegas and became a feminist role model. No, really. Retrieved from: <https://medium.com/matter/miss-american-dream-31c823ad0e5a>

Chu, A. (2014). Your princess is in another castle: Misogyny, entitlement, and nerds. Retrieved from:

<http://www.thedailybeast.com/articles/2014/05/27/your-princess-is-in-another-castle-misogyny-entitlement-and-nerds.html>

Huber, B. (July 10, 2013) A masculine silhouette, tailored for her, *New York Times*. Retrieved from:

<http://www.nytimes.com/2013/07/11/fashion/a-masculine-silhouette-tailored-for-her.html?adxnnl=1&adxnnlx=1408828066-vyU0O9gtiQ2riariaeKT6A>

Kirk, G. & Okazawa-Rey, M. (2010). He works, she works, but what different impressions they make. In M. Adams, W. J. Blumenfeld, C. R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for diversity and social justice* (pp. 353). New York: Routledge.

Mixed Dreamer (2014). Who gets to be a POC? Self-identifying & privilege. Retrieved from:

<http://mixeddreamers.blogspot.com/2014/02/who-gets-to-be-poc-self-identifying.html>

Renn, K. (2011). Do identity centers (e.g., Women's Centers, Ethnic Centers, LGBT Centers) divide rather than unite higher education faculty, students, and administrators? If so, why are they so prevalent on college campuses? In P. M. Magolda & M. B. Baxter-Magolda (Eds.). *Contested Issues in Student Affairs: Diverse Perspectives and Respectful Dialogue*, pp. 244-260. Sterling, VA: Stylus Publishing.

Assignments and writing due:

- **Hot Topic Assignment**
- **Critical Reflection F**
- **Critical Reflection F: (see Blackboard for Critical Reflection questions under Assignments – Critical Reflections)**
- **Hot Topic Assignment:** See Blackboard

STAGE IV: Session 9
Fishbowls Revisited & Feminism Hot Topic Dialogue
Assignments due by 3:30 p.m. on October 23 (CR F) & In Class

Learning goals:

- To actively listen and take the perspective of others
- To ask questions

Readings due:

Aldichie, C. N. (2009). The danger of a single story (TED Talk): Video at:

http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Barreca, G. (2011). Why women's centers matter. Retrieved from:

<http://chronicle.com/blogs/brainstorm/why-womens-centers-matter-hint-it-isnt-all-about-sex/33408>

Koyama, E. (2006). Whose feminism is it anyway? The unspoken racism of the trans inclusion debate.

<http://eminism.org/readings/pdf-rdg/whose-feminism.pdf>

Levinson, S. (2013). Abercrombie & Fitch CEO explains why he hates fat chicks. Retrieved from:

<http://elitedaily.com/news/world/abercrombie-fitch-ceo-explains-why-he-hates-fat-chicks/>

Nicolazzo, Z. (2011). Getting beyond the binary: Male gender role socialization among fraternities and its negative impact on gay, bisexual, and transgender students. *Perspectives*. (pp. 4-6).

Segran, E. (2014). Women's Studies departments are failing feminism. *New Republic*. Retrieved from:

<http://www.newrepublic.com/article/118996/womens-studies-departments-are-failing-feminism>

Vasquez, T. (2014). It's time to end the long history of feminism failing transgender women. Retrieved from:

<http://bitchmagazine.org/post/the-long-history-of-transgender-exclusion-from-feminism>

Wagner, R. (2011). Embracing liberatory practice: Promoting men's development as a feminist act. In J. A. Laker & T. Davis (Eds.), *Masculinities in Higher Education Theoretical and Practical Considerations*, (pp. 210-224). New York: Routledge.

Writing due:

- **Critical Reflection G: (see Blackboard for Critical Reflection questions under Assignments – Critical Reflections)**

STAGE IV: Session 10

Hot Topic: Allyship Dialogue

Assignments to be completed by Oct 30 (CR G and ICP Progress Report) & In Class

Learning goals:

- How to stay in dialogue even when groups differ
- How to use conflict in a way that deepens understanding

Readings due:

Allzaldúa, 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: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 475-477). New York: Routledge.

Baker, C. (2007). The importance of LGBT allies. In Farrell, K., Gupta, N., & Queen, M. (Eds.) *Interrupting heteronormativity: Lesbian, gay, bisexual, and transgender pedagogy and responsible teaching at Syracuse University* (pp. 65-70). New York: Syracuse University Press.

Blumenfeld, W. J. (2010). How homophobia hurts everyone. In M. Adams, W. J. Blumenfeld, C. R. Castañeda, H. W.

Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for diversity and social justice* (pp. 376-385).
Routledge: New York.

Helen (2014). Stand by me: Historically Black churches and LGBTQ allyship. Retrieved from:
<http://www.autostraddle.com/stand-by-me-historically-black-churches-and-lgbtq-allyship-228650/>

Herek, G. M. (2000). Internalized homophobia among gay men, lesbians, and bisexuals. 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. 15-21).
New York: Routledge.

Kendall, F. E. (2003). How to be an ally if you are a person with privilege. Accessible online at:
www.scn.org/friends/ally.html

McKenzie, M. (2013). 8 ways not to be an ally: Not a comprehensive list. Retrieved from:
<http://www.blackgirldangerous.org/2013/06/20136178-ways-not-to-be-an-ally/>

The Negress (blog). How to be an ally: A comprehensive guide. Retrieved from:
<http://negress.wordpress.com/tag/allyship/>

Thompson, A. (2008). Resisting the "lone hero" stance. In M. Pollack (Ed.) *Everyday Antiracism: Getting Real about Race in School* (pp. 328–33). New York: The Free Press.

Assignments and Writing Due:

- **ICP Progress Report** submitted on Blackboard: Each ICP group must submit a typed ICP Progress Report discussing your group dynamics and the development of your project since the proposal. The progress report should be a minimum of 3 pages, written by the group collectively, and submitted on Blackboard by the 3:30 p.m. on Thursday, October 24. More information can be found under ASSIGNMENTS in Blackboard.
- **CR H: (see Blackboard for Critical Reflection questions under Assignments – Critical Reflections)**

STAGE IV: Session 11 Hot Topic: Class determines hot topic Dialogue Assignments due by 3:30 p.m. on Nov 6 (CR H) & In Class
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Learning goals:

To learn how to stay in dialogue even when groups differ
To learn how to use conflict in a way that deepens understanding

Readings due:

Readings will be determined after hot topic is selected

- **Critical Reflection I (see Blackboard for Critical Reflection questions under Assignments – Critical Reflections)**
- **Upcoming Things Due: ICP Presentation for sessions 12**

STAGE IV: Session 12 ICP Presentations, Revisiting Previous Dialogues & Dialogue Check-In Assignments to be completed by 3:30 p.m. on November 13 ICP Presentation

Readings due: NONE!

Come prepared to ask questions & evaluate each other's presentations.

ICP presentations learning goals:

To address any issues from previous dialogues

To reflect on the dialogue thus far and delve deeper into dialogue

November 20: No Class, ***BUT CR I is due by 3:30 p.m., 11/20***

STAGE IV: Session 13

No Class: November Break (November 27)

Enjoy your break!

STAGE IV: Session 14

Liberation, Coalitions, Alliance Building, and Celebrating our Learning

Learning goals:

- Encourage exploration of moving from awareness and dialogue to action
- Negotiating relationships across similarities and difference
- Identify actions to undo privilege and oppression
- To reflect on and share individual participant learning throughout the intergroup dialogue session
- To celebrate our collective learning and journey!

Reading due:

Assignments and writing due:

- **Complete and print your ICP Group Member Evaluations (available in the "ICP Project" Folder in Blackboard), print and submit them in class.**
- **Post presentation materials (e.g., PowerPoint, handouts etc) in your ICP group "File Exchange"**

Readings due:

Collins, P. H. (2013). Where do we go from here?. *On intellectual activism*, pp. 230--243

Johnson, A. (2010). What can we do? (2010). In M. Adams, W. J. Blumenfeld, C. R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for diversity and social justice* (pp.610-616). New York: 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). New York: Routledge.

Spade, D. (2008) Fighting to win. In M. B. Sycamore (Ed.). *That's revolting: Queer strategies for resisting assimilation*. (pp. 47-53). Brooklyn, NY: Soft Skull Press.

Assignment Due:

As part of our end of the semester wrap-up, we will be celebrating each other. We invite you to think about each person in the group and what they contributed to your learning. We will be writing these appreciations down, so think about the "gifts" you have received during our time together.

Writing due:

Letter to Yourself: This assignment differs a bit from past assignments as we are asking you to compose a letter to yourself. Like writing your own testimonial earlier in the dialogue, this letter serves as a testimonial of your learning in intergroup dialogue and identifies some personal goals or hopes you have for allied and advocate

behaviors beyond dialogue. Like the critical reflections, this letter (including both parts below) should also be about 2-3 pages in length. Since the letter is to you from you, we hope you will be creative and honest with it. ***There are two parts to the letter:***

Completed prior to class

Part 1: You may hand write or type and print this. The first part is a personal reflection on your most important learning in the dialogues so far. We invite you to look back to where you were at the beginning of the intergroup dialogue and think about where you are now. What stands out for you? What have you learned about yourself throughout this course? What have you learned about privilege and oppression and the ways in which you participate in systems of oppression, are impacted by them (e.g., privileged), and can challenge them? Describe 1-2 learning points or lessons from the intergroup dialogue that you do not want to forget. What made them important to you? What do you hope people have learned from or about you? What have you learned from others? You are welcome to use your previous critical reflections to remind yourself of your important learning moments.

Completed in class

Part 2: The second part, a look into the future, will be written in class in session 14, continuing from the first part so be sure to print and bring Part 1 of your letter to class.

Here are some questions to think about before class: What are some ways in which you see yourself applying your learning to your life on campus and the larger community? In what ways will you utilize your dialogue skills? In what ways will you utilize your knowledge of the cycle of socialization and systems of oppression? What specific events, conversations, or relationships have inspired you to continue to work (or not) toward liberation? In what ways do you intend to be an ally (related to sexual identity or other identities)? How would you like to sustain your social justice learning?

Print the letter and bring it to class with a stamp and self-addressed envelope. After completing the letter in class, your facilitators will collect the letter and mail it to you about 3-6 months later.

FINAL PAPER IS DUE MONDAY, December 8 BY 11:59 PM ON BLACKBOARD. Final paper guidelines are available on Blackboard under ASSIGNMENTS.

Session #	Date	Readings for class	Assignment Due	In class Due
1	Aug. 28	No Readings Due	No assignments due	No assignment due
2	Sept. 4	NO CLASS	NO CLASS	NO CLASS
3	Sept. 11	<ul style="list-style-type: none"> ➤ Bidol ➤ GLADD ➤ hooks ➤ Salter ➤ Schulman ➤ Spade ➤ Tatum ➤ Zuniga 	Critical Reflection A Due Sept. 11, by 3:30 p.m.	<ul style="list-style-type: none"> ➤ Identity Artifact ➤ Questions about syllabus
4	Sept. 18	<ul style="list-style-type: none"> ➤ Han ➤ Harro ➤ hooks ➤ Kimmel ➤ Serano 	CR B (Sept 18 by 3:30 pm)	<ul style="list-style-type: none"> ➤ Collage ➤ Personal & Social Identity Wheels
5	Sept. 25	<ul style="list-style-type: none"> ➤ Chase ➤ Cooper ➤ Kude ➤ Mandrewliter ➤ McKenzie ➤ Spade ➤ Staples ➤ Vivian ➤ Ziegler 	CR C (Sept 25 by 3:30 pm)	➤ Testimonials
6	Oct. 2	<ul style="list-style-type: none"> ➤ Miller ➤ Love ➤ Plant ➤ Steinem ➤ Stryker 	ICP Proposal (Oct. 2 by 3:30 pm)	
7	Oct. 9	<ul style="list-style-type: none"> ➤ Hardiman, Jackson, & Griffin ➤ Johnson, A. ➤ Katz ➤ Lorber ➤ Lorde ➤ Taylor 	Interpersonal & Institutional Hot Topics Suggestions – submit on Blackboard CR D (Oct. 9 by 3:30 p.m.)	
8	Oct. 16	<ul style="list-style-type: none"> ➤ Alexie ➤ Brodesser-Akner ➤ Chu ➤ Huber ➤ Kirk & Okazawa-Rey ➤ Mixed Dreamer ➤ Renn 	CR E (Oct. 16 by 3:30 p.m.)	
9	Oct. 23	<ul style="list-style-type: none"> ➤ Aldichie ➤ Barreca ➤ Koyama ➤ Levinson ➤ Nicolazzo ➤ Segran ➤ Vasquez 	CR F (Oct. 23 by 3:30 p.m.) ICP Progress Report	

		➤ Wagner		
10	Oct. 30	➤ Anzaldúa ➤ Baker ➤ Blumenfeld ➤ Helen ➤ Herek ➤ Kendall ➤ McKenzie ➤ The Negress ➤ Thompson	CR G (Oct. 30 by 3:30 p.m.)	
11	Nov. 6	TBD	CR H (Nov. 6 by 3:30 p.m.)	
12	Nov. 13	None	ICP Presentation on Blackboard ICP Group Member Evaluations	ICP Presentations
13	Nov. 20	None	CR I (Nov. 20 by 3:30 p.m.)	
No Class on Nov. 27 – November Break				
14	Dec. 4	➤ Collins ➤ Johnson, A. ➤ McClintock ➤ Spade	Part one of letter to self (bring to class)	
Final Paper is due Monday, December 8 by 11:59 p.m. on Blackboard				

Grade Sheet Tracker:

Attendance & Informed Participation Points Possible Points: 240
Dates Absent:
Dates Late:
Total Points:
Bonus Points: Perfect Attendance (10)

Critical Reflection Assignments Points Possible	Points Earned
Critical Reflection A: 25	
Critical Reflection B: 25	
Critical Reflection C: 25	
Critical Reflection D: 25	
Critical Reflection E: 25	
Critical Reflection F: 25	
Critical Reflection G: 25	
Critical Reflection H: 25	
Critical Reflection I: 25	
Total Points: 225	

Other Projects/Assignments Points Possible Points	Points Earned
Collage (15 pts.) & Testimonial (15 pts.) 30	
Hot Topic Statements: 20	
Intergroup Collaboration Project (total of 230 points)	
ICP Group Proposal: 30	
ICP Group Progress Report: 30	
ICP Group Participation Evaluation: 30	
ICP Group Presentation: 120	
ICP Individual Presentation Grade: 20	
Final Paper: 250	
Total Points: 530	