

**Education 261: Intergroup Dialogue on Race and Migration
Vassar College**

Co-facilitators: Kimberly Williams Brown and Robin Alpern

Thursday 3:10-5:10 pm

Instructor Information and Course Communications

Contact Information

Professor/Instructors: Kimberly Williams Brown, Ph.D.,

Office Location: Old Observatory

Building, room 111

Email: kwilliamsbrown@vassar.edu

Office hours: By appointment through email

Robin Alpern

Office Location: Old Observatory

Building, room 111

Email: robinalpern@gmail.com

Office hours: By appointment through email

Course Information

Day & Time of Course: Section 01: Thursdays (August 31 - November 30)
3:10 pm - 5:10 pm

Location of Course: Old Observatory 211

Course Description:

In this course, students will learn about, participate in, and critically reflect on intergroup dialogue with the intention of examining power and power structures in our experiences and the world around us concerning race and migration. Intergroup dialogue is an educational model that brings together students from multiple 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 goals of intergroup dialogue include: (1) understanding group beginnings and relationship building; (2) understanding social identities and the role of social structures, power, privilege, and institutions in creating and maintaining inequality; (3) developing intergroup and other communication skills; and (4) planning and enacting collaboration.

The course is organized around multi-disciplinary readings (e.g., historical, sociological, feminist, psychological, and personal narratives), experiential learning activities, weekly writing and summative reflections on race and migration.

Students will engage in dialogue practice. The format will be announced in class. The overall goal is to create a setting for students to engage in open and constructive dialogue concerning issues of intergroup relations, as well as how to talk about race and migration.

Land Acknowledgement:

Indigenous land is life. The loss of ancestral lands is devastating for indigenous communities because losing land means losing life. We acknowledge that the U.S., settler, imperialist plan has been to disappear Native Americans for profit and real estate. We acknowledge that our occupation of indigenous lands (most recently Munsee Lenape and Mohican in this region) has contributed to Indigenous loss. These lands have nourished us, and have provided shelter and safety. As a result, we pledge to learn more about the Indigenous peoples of this region and to continue to honor them while we do all in our power to work alongside them as they maintain their sovereignty.

Black Lives Matter Acknowledgement:

Black Lives have always mattered and we want to center them as part of our work toward a just society. Black feminists maintain that if we honor and value the most marginal among us, the better we do as a society. We believe this and commit to making sure that past, present and future Black lives are seen and honored as lives that matter.

Electronic Use

The use of cell phones is prohibited in class. Please put them away when you get to class. If you are expecting an important call or you have an emergency, let me know when you get to class. Otherwise, the continued use of your cell phone in class will negatively impact your participation grade.

Laptops and other assistive technologies may be used during class when we reference readings and to take notes. If we detect that you are using these technologies for purposes other than engaging with the course content and materials, your grade will be negatively impacted.

Email Communication

You are encouraged to check your email regularly. When emailing students in our course directly, please observe email etiquette (use only for business related to the class or when you have the permission of the receiver). ALWAYS EMAIL BOTH PROFESSORS.

In emails to the instructors, please always include the course title (EDUC 261) and section number in the subject line and a keyword of the nature of your query and allow 24 hours for us to respond to your message during the work week. Do not expect immediate replies on weekends, breaks, or public holidays. Please do not email with casual questions about assignments or course policies that are explained on the syllabus, can be asked in class, can be answered by your classmates, or are easily addressed in a conversation before/after class meetings. Also, we do not teach via email. If you miss a class, we will not teach you the material online. Because of the dialogic nature of the class, that is not possible. It is every student's responsibility to find out about missed material by coming to office hours. Email communication should be conducted in a formal manner, similar to how you would write other business-style emails. Please use appropriate capitalization, spell out words completely, and sign your name. Always include appropriate greetings (Dear Dr. XX or Dear Professor XX) and salutations.

Accommodations

We continually strive to implement accessibility features for all students and Universal Design for Learning (UDL) is a part of that journey. Using UDL is active and ongoing so please feel free to share how the course could be more accessible for you and share any suggestions for implementing change. This search for accessibility is a community project and we will all need to participate to realize this goal.

Academic accommodations are available for students registered with the Office for Accessibility and Educational Opportunity (AEO). Students in need of disability (ADA/504) accommodations should schedule an appointment with us early in the semester to discuss any accommodations for this course that have been approved by the Office for Accessibility and Educational Opportunity, as indicated in your AEO accommodation letter.

Textbook Accessibility and Affordability

Vassar students often report challenges accessing and affording required course materials. The College is committed to ensuring that every student can participate fully in the curriculum, regardless of financial need. The [Movement for Affordable Textbooks \(MAT\)](#) website highlights a variety of resources – financial, library, departmental, and peer-to-peer – that can help [students](#) navigate the costs of textbooks and other materials.

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Pedagogical Style

As professors, we think it is our responsibility to practice what we preach as best as possible. While learning content is important, the process of making meaning of that content is equally as important. Thus, the guiding pedagogical principles of this class are based on praxis (critical reflection on how theory applies to practice), learner centered discussion (learning from each other as well as giving of ourselves the group), and the idea that all people bring expertise and knowledge based on their life experiences (often reflected when we do peer critique).

Throughout the course, we intend to employ and model a type of pedagogy that has proved over years to be very effective. It is one that promotes equitable participation, allows for deep reflection on the texts and theories, and engages student experiences in the learning process.

VASSAR GRADING POLICY:

GRADE REPRESENTATIONS

A student's standing in college and the requirements for graduation are determined by a dual standard, one of quality and the other of quantity. The quality of the work is measured by the quality points and the grade average, the quantity is measured by the units completed. The semester and cumulative grade averages are based on the ratio of the total number of quality points received to the total number of grade units elected at Vassar.

A indicates achievement of distinction. It involves conspicuous excellence in several aspects of the work.

B indicates general achievement of a high order. It also involves excellence in some aspects of the work, such as the following: completeness and accuracy of knowledge, sustained and effective use of knowledge, independence of work and originality.

C indicates the acceptable standard for graduation from Vassar College. It involves in each course such work as may fairly be expected of any Vassar student of normal ability who gives to the course a reasonable amount of time, effort, and attention. Such acceptable attainment should include the following factors: familiarity with the content of the course; familiarity with the methods of student of the course; evidence of growth in actual use both of content and method; full participation in the work of the class; evidence of an open, active, and discriminating mind; and the ability to express oneself in intelligible English.

C-, D+, and D indicate degrees of unsatisfactory work, below standard grade. They signify work which in one or more important respects falls below the minimum acceptable standard for graduation, but which is of sufficient quality and quantity to be counted in the units required for graduation. (Work evaluated as F may not be counted toward degree.)

Total points for this course equal 100. The grading scale is noted below:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	68-69
D	65-67

Additional Resources:

Counseling Center (counseling.service.vassar.edu, 845-437-5700)

Health Service (healthservice.vassar.edu, 845-437-5800)

Charlotte Strauss-Swanson, SAVP (Sexual Assault and Violence Prevention) director (savp.vassar.edu, 845-437-7863).

SART (Sexual Assault Response Team) advocate, available 24/7 by calling the CRC at 845-437-7333

Writing Center

Visit the writing center, located in the library at any point during your writing process and for all assignments. Getting feedback benefits writers at all skill levels. To make an appointment visit mywco.com/vassar.

Librarians

The librarian for Education is Melanie Maskin. She is fantastic! Please email her with any questions you have about research. I would suggest you access her especially as you prepare for your coalition project. Her email is mmaskin@vassar.edu.

Late and Missing Assignments

Late and missing work will be penalized. For every day the work is late, you will be docked one point. If multiple assignments are consistently late even if you have permission from us to turn them in late, your grade will be lowered by a letter. So, an “A” grade will move to a “B” grade etc. If your work is missing and you have not asked for an extension, you will receive a zero for the assignment. If you need to be accommodated but do not have a formal accommodation letter, let us discuss at the beginning of the term or as soon as possible in proximity to the assignment so you are not unjustly penalized.

Assignments

1. Attendance and Participation 25%
2. Dialogue Project Design.....15%
3. Dialogue Facilitation.....15%
4. Weekly Critical Reflection papers 30%
5. Final Reflection Paper..... 15%

Attendance and Informed Participation (25%)

Active participation in class meetings – dialogue sessions – is the centerpiece of student 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 writing. 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.

Attendance is important for your grade, your progress, and your experiences in the course. It also greatly contributes to other’s experiences. Therefore, we strongly encourage you to attend every class and to attend even if you have not completed the assignment for the day. Because of the nature of the dialogic method and because we meet once a week, each student will be allowed one absence, for whatever reason. Absences beyond one class meeting will adversely affect your participation letter grade. Please however, let us know if you have extenuating circumstances that necessitate that you miss multiple classes.

We would appreciate hearing from you if you will be absent if at all possible. In addition, please be advised that lateness is discourteous and disruptive, and points will be taken off for lateness and early departure. Further, in order to promote a quality dialogue, it is expected that everyone will exhibit the utmost attention, as this is required to build trust with the participants of this dialogue. Attentiveness is part of your participation grade.

At times we will communicate with you electronically. It is your responsibility to check your Vassar email address daily and respond within 24 hours if an email response is warranted.

Dialogue Project Design (15%)

You are expected to work together to co-facilitate a dialogue in a Near-Peer Facilitation Model. As a college student you will co-facilitate a dialogue with your peers in this course. This is where you work on goals 3 and 4 as described above in the course description (3) developing intergroup and other communication skills; and (4) planning and enacting collaboration.

The participants in your dialogue will be younger students (Near-Peer Model) from local schools. Additional information will be provided throughout the course.

To help each of you prepare for the dialogue conference in November, we will put you in groups with Vassar students and Poughkeepsie high school students enrolled in exploring college. The goals and details are as follows:

- 1) You will facilitate the book *Lucy* with the PHS students in a less formal small group each Friday beginning October 6 and ending November 3, 2023. Sara Inoa, the program manager for exploring college will join us to provide more details about times you will meet and to give you more details about the students in the program
- 2) These conversations will allow you the opportunity to get to know the PHS students and for them to get to know you
- 3) You will be better able to plan for the conference because of your knowledge of the students and some of the issues they raise in their conversations about *Lucy*

Dialogue Facilitation (15%)

Your facilitation will be graded on the following criteria:

> 90%

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- All members of the facilitation team turned in on time their written curriculum for feedback and scheduled and met with their professors during office hours. The team came prepared having pre-read the book and the articles in class that support how they facilitate; the team came prepared with a facilitation plan.
 - All members of the facilitating team shared planning and facilitation responsibilities. Any possible issues were aired during the meeting and resolved.
 - During class, each team member was “on” for an even portion of class.
 - Planning and facilitation reflected familiarity with the major arguments and issues in the readings/topic.
 - Team facilitators drew connections between student comments and readings. Team facilitators followed up each student comment with a question or comment rather than let the student comment fall flat.
 - The team gave clear directions.
 - The team attended to issues of equity to ensure that there were opportunities for multiple voices to be heard in class.
 - The team engaged the class with the question: why is this issue important?
 - The team managed their facilitation time well.
 - The team had a clear introduction and closing.

> 80%

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- Did all of the above, but was inconsistent or could have been more effective in some areas. Alternatively, your group might have addressed some areas extremely well, but ignored other areas completely.

< 80%

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- Uneven teaching time within the team.
 - Planning and teaching did not reflect familiarity with the major arguments and issues in the readings/topic
 - The team did not lead a dialogue that allowed students to engage with the readings/topic. Dialogue could have been done without having read the readings.
 - Directions were unclear.
 - Only a few students participated in the dialogue; the team did not create opportunities for multiple voices to be heard in class.
 - The educational importance of the issue was not clear.
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Weekly Critical Reflection Papers (30%):

Each critical reflection paper (CR) is worth 10 points and is a total of 30% of your grade. A typical length can be 2-3 pages. Because each CR assignment will be essential preparation for each week, critical reflections should NOT be submitted late. We will allow ONE CR assignment to be submitted late for the semester with full credit. Any subsequent late CR assignment will be based on ½ of the 10 possible points (5). Late CRs will be accepted up to 1 week after the due date. There are no exceptions. We will make every effort to hand back all papers with written comments, questions, and suggestions the following week of class. Consider our feedback as written dialogue and feel free to respond back. (You are not required to respond to our feedback, though we expect you will incorporate suggestions and consider questions in future work.) CR's are due on Thursdays at 12 noon.

Full points for each CR assignment will be given for submitted work that includes all of the following:

1. Answer the critical reflection question(s) in narrative form (do not write in sections).
2. Clarity of writing and correctly using APA referencing style and grammar;
3. Demonstrating strong analysis and engagement with self-reflection and readings;
4. Using specific examples and detail, describe and explain your experiences and understandings;
5. Appropriately and accurately incorporating readings, including quotes and contextualizing information.

Final Reflection Paper

The purpose of this paper is for you to reflect on your experiences in the intergroup dialogue course and to integrate your learning from all aspects of the course, including the assigned readings, weekly CRs, class activities, and dialogue discussions.

Paper Requirements:

Length: The final paper should be 5-7 pages long (double-spaced), using 12-point Times New Roman font and 1-inch margins all around.

Inclusion of Readings: Please use readings to support, clarify, and contextualize your ideas. We want to see that you have not only read and understood assigned readings, but also thought about them in relation to your own experiences and learning in the intergroup dialogue. A strong paper will incorporate at least 6 readings of your choice from the assigned course readings. Papers that include fewer than six readings will be substantially penalized.

Grading Criteria:

Because students learn different things in different ways, there are no “right or wrong” answers to the guiding questions. Papers will be evaluated on content depth and quality – not on one’s opinions. A thoughtful, well-written paper will include:

- Integrative, coherent and well-organized writing; Specific examples and detailed descriptions of learning experiences that were important for you;
- Reflections on your thought processes while you went through the dialogue;
- Analyses of your experiences and learning through the concepts of social identities, socialization, group status, personal and social change among others;
- Clear and precise connections between readings, concepts, and examples from dialogue.

Your writing itself will be graded, along with the content of the final paper. This includes spelling, grammar, sentence structure, and format of references among others. We require you use the American Psychology Association’s (APA) 7th edition style in formatting your paper. If you need assistance with writing, we strongly encourage you to make an appointment at the Writing Center. We encourage you to utilize the feedback we provided throughout the semester as you develop your final paper.

Guiding Questions:

Your Final Reflection paper should integrate your reflections on the questions into a comprehensive essay that reads coherently and smoothly rather than relying on a “question-answer” format. Each of the four themes of Intergroup Dialogue are equally important, and hence, contributes equally to your final grade for the paper.

1. Building Alliances: At the end of our last classes we had a start to a discussion on building alliances.

- a. What does it mean to build alliances? How do you do it? Who can do it? What’s the role of action?
- b. How can you build alliances across differences? Where does your privilege exist? What are concrete actions you can do in your privilege to advocate for a marginalized identity?

2. You and the Group

- a. What were your hopes and fears for this class, how were those hopes and fears met or not met in this group, and why?
- b. How would you describe the group in terms of quality of interactions, sharing feelings and perspectives, feeling of trust, sense of community, asking difficult questions and working with disagreements or conflicts? Did that change over time?

3. Learning about Racial/Ethnic Identity, Racism, and Migration

- a. Describe your understanding of your own racial/ethnic identity before you entered the class, and how you understand it now that the class has ended.
- b. Describe your own understanding of migration before you entered this class, and how you understand it now that the class has ended.
- c. What insights have you gained about the advantages and disadvantages available to you and others based on your social group membership(s)? What did you learn about how race and gender impact relations?

4. Exploring Differences and Disagreements

- a. Describe a disagreement or difference of perspectives that occurred during the various dialogues that was significant for you.
- b. What were the different viewpoints and feelings during the episode? What role did individuals' social identities play in the dialogue at this point? How did this particular disagreement or difference affect the group?
- c. What were your own views and feelings on the topic? What choices did you make about how you wanted to participate in this conversation and why? What did you learn about yourself in this disagreement that you will take with you in future interaction?

5. Looking Back, Moving Forward

- a. What intergroup relations skills have you learned (e.g., communicating with others, feeling and showing empathy for others, staying in dialogue when experiencing conflict with others, taking risks, and so on)? What aspects of the course contributed the most to this learning?
- b. Looking ahead, how do you see yourself applying your learning to your life on campus and society at large? Describe a specific situation in which you hope to apply these skills and/or where you have already begun to apply these skills outside of class.
- c. How do you see how what you thought about race/migration at 5th grade impacts you now?

d. What did you learn about your ability to facilitate intergroup dialogue?

6. What are the biggest takeaways that you will bring with you as you leave this class? About race? About migration? About dialogue? About society? About yourself?

Course Texts:

Craft, J. (2019). *New Kid* (1st ed.). Quill Tree Books.

Hicks, S. (Ed.). (2021). *Introduction To Intergroup Dialogues 1st Edition* (1st ed.). Cognella. (provided through moodle)

Kincaid, J. (2002). *Lucy: A Novel* (1st ed.). Farrar, Straus and Giroux.

Week 1: Relationship Building, Creating a Brave Space for Dialogue

August 31, 2023



In-Class Activities:

- ★ Review Course Requirements and Goals, Syllabus
- ★ Hopes and Fears Activity
- ★ Develop Ground Rules for Dialogue/Brave Space
- ★ Introduction to Dialogue Model

Week 2: Identity & Social Relations

Sept 7th

CR Assignments:

Critical Reflection (CR) Assignments:

- Pre-reading Reflection/ Introductory Reflection (Hicks, 2021, p. 2)
 1. Why did you enroll in this intergroup dialogue course?
 2. What do you think you will learn/gain from the dialogue?
 3. What challenges do you anticipate experiencing while participating in the dialogue?
- Post-Reading Reflection (Hicks, 2021, p.7)

1. Intergroup dialogue pedagogy differs significantly from the pedagogical approaches used in many higher education settings. How do you think participating in an intergroup dialogue will impact your participation in your other courses and in campus life?

- ❖ Hicks Chapter 1 & 2 (Hicks, 2021, pp. 2-11)
- ❖ Lucy, Chapter 1 & 2 (Kincaid, 2002, pp. 3-41)
- Pre-reading Reflection Questions (Hicks, 2021, p. 8)
- Post-Reading Reflection (Hicks, 2021, p. 11)
- Social Identity Profile (pdf)

In-Class Activities:

- ★ bring completed Social Identity Profile
- ★ Dialogue vs. Debate
- ★ Active listening

Week 3: Identity, Social Relations & Conflict

Sept. 14th

CR Assignments:

- Pre-reading Reflection Questions (Hicks, 2021, p. 15)
- Post-Reading Reflection (Hicks, 2021, p. 21)
- Pre-reading Reflection Questions (Hicks, 2021, p. 22)
- Post-Reading Reflection (Hicks, 2021, p. 31)

- ❖ Unit II: Exploring Differences and Commonalities of Experiences (Hicks, 2021, pp. 13-31)
- ❖ Mortley, N. (2019). More than dollars and cents: Leveraging the Multiple Roles of Caribbean Migrant Women within the Diaspora in African-Caribbean Women: Migration, Diaspora, Post-Diaspora, Caribbean Review of Gender Studies: A Journal of Caribbean Perspectives on Gender and Feminism.

- ❖ The Tongue (Kincaid, 2002, pp. 43-83)

In-Class Activities:

- ★ World Cafe

Week 4: Intersectionality

Sept. 21st

CR Assignments:

- Pre-reading Reflection Questions (Hicks, 2021, p. 32)
- Post-Reading Reflection (Hicks, 2021, p. 46)

- ❖ Chapter 3 (Continued) (Hicks, 2021, pp. 32-31)
- ❖ Cold Heart (Kincaid, 2002, pp. 85-132)

In-Class Activities:

- ★ Power Flower

Week 5: Cycle of Socialization & Writing a Testimonio

Sept. 28th

CR Assignments:

- Pre-reading Reflection Questions (Hicks, 2021, p. 47)
- Post-Reading Reflection (Hicks, 2021, p. 58)
- Testimonio
- Post-Testimonio Reflection (Hicks, 2021, p. 60)

- ❖ Chapter 4 (Hicks, 2021, pp. 47-57)
- ❖ Chapter 5 (Hicks, 2021, p. 59)
- ❖ Lucy (Kincaid, 2002, pp. 133-164)

In-Class Activities

- ★ Share Testimonio
- ★ Give/Receive Resonance

Week 6: Testimonio

October 5th

- ❖ Reyes, K. B., & Curry Rodríguez, J. E. (2012). Testimonio:Origins, Terms, and Resources. *Equity & Excellence in Education*, 45(3), 525–538.
<https://doi.org/10.1080/10665684.2012.698571>

In-Class Activities:

- ★ Share Testimonio
- ★ Give/Receive Resonance
- ★ Racial Caucuses
- ★ Book Reading with POK students

Week 7: Systems of Oppression

October 12th (Robin participates by Zoom)

CR Assignments:

- Pre-reading Reflection Questions (Hicks, 2021, p. 85)
- Post-Reading Reflection (Hicks, 2021, p. 101)
- CR Prompt: What personal experiences do you have that demonstrate how the system of patriarchy and racism interlock?

- ❖ Chapter 7 (Hicks, 2021, pp. 85-100)
- ❖ Chapter 7.2 (Hicks, 2021, pp. 103)

In-Class Activities:

- ★ Racial Caucuses

Week 8: OCTOBER 13 - 22 (OCTOBER BREAK - NO CLASSES)

Reading over the break:

Craft, J. (2019). *New Kid* (1st ed.). Quill Tree Books.

Week 9: Prepare for Dialogue/ Power and Privilege

Oct. 26th (PWB Out)

CR Assignments:

- CR Prompt: How did your peers in middle school & high school talk about race & ethnicity? How does that inform you today? Did reading the Craft book resonate with you? Where/How?

- ❖ Chapter 8.2 (Hicks, 2021, pp. 157-189)
- ❖ Derman-Sparks, L., & Ramsey, P. G. (2011). Chapter 7: How children learn about racism and enact anti-racism. In *What if all the kids are White? Anti-bias multicultural education with young children and families* (2nd ed., pp. 112–124). Teachers College Press.
- ❖ Unit III (Hicks, 2021, pp. 215-219)

In-Class Activities:

- ★ Web of Oppression
- ★ PASK: Facilitator Personal Assessment Chart (Kaplowitz et al., 2019, pp. 196-197)
- ★ Prepping for dialogue facilitation with near-peers

Week 10: Prejudice & Discrimination Hot Topic: Racial Microaggressions and Microintervention)

November 2nd

CR Assignments:

- Pre-reading Reflection Questions (Hicks, 2021, p. 61)
- Post-Reading Reflection (Hicks, 2021, p. 58)
- Pre-reading Reflection Questions (Hicks, 2021, p. 77)
- Post-Reading Reflection (Hicks, 2021, p. 84)

- ❖ Chapter 6 (Hicks, 2021, pp. 61-84)
- ❖ Kohli, R. (2012). Teachers, please learn our names!: Racial microaggressions and the K-12 classroom. *Race, Ethnicity and Education*, 15(4), 441-462.

- ❖ Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. *American Psychologist*, 74(1), 128.
- ❖ Larrick, N. (1965). The all-White world of children's books. *Saturday Review*, Sept 11, 63–85.
- ❖ Picower, B. (2009). The unexamined Whiteness of teaching: how White teachers maintain and enact dominant racial ideologies. *Race Ethnicity and Education*, 12(2), 197–215. <https://doi.org/10.1080/13613320902995475>

In-Class Activities:

- ★ Prepping for Near-Peer Dialogue Facilitation

Week 11: Dialogue Hot Topic: Migration Status as Discrimination

Nov. 9th

Assignments:

- CR Prompt: Describe your own understanding of migration? What is your/your family's migration story and how does it inform your thinking/beliefs/values today?
 - ❖ Suarez-Orozco, C., Suarez-Orozco, M. M. (2001). The varieties of immigrant experience (pp.16-35). In *Children of immigration*. President and the Fellows of Harvard College.
 - ❖ Haney Lopez, I. (2006). White Lines. In *White by Law: The legal construction of race* (pp.78-108). New York University Press.
 - ❖ Patterson, T. R., & Kelley, R. D. G. (2000). Unfinished Migrations: Reflections on the African Diaspora and the Making of the Modern World. *African Studies Review*, 43(1), 11. <https://doi.org/10.2307/524719>

In-Class Activities:

- ★ Prepping for Near-Peer Dialogue Facilitation

Week 12: Practice Facilitating Dialogue

Nov. 16th

No CR Assignments

No Readings

In-Class Activities:

- ★ Prep for Dialogue Facilitation Day
- ★ Dialogue Near-Peer Facilitation

Week 13: Nov. 23rd (No Class - Thanksgiving Break)

CR Assignments: Due by November 21

- CR Prompt: How was it for you to co-facilitate this session? Describe any issues that came up, how they were dealt with, and what you would have done differently that could help in the future.

Listen to Podcast by Nov. 30th:

- ❖ Podcast: From Woke to Work: Why Allyship is Not Enough w/ Kelechi Okafor (episode on Feb. 17, 2021) 51 mins.

Week 14: Building Alliances, Liberatory Consciousness and Empowerment

Nov. 30th

CR Assignments:

- Pre-reading Reflection Questions (Hicks, 2021, p. 224)
- Post-Reading Reflection (Hicks, 2021, p. 234)
- Pre-reading Reflection Questions (Hicks, 2021, p. 235)
- Post-Reading Reflection (Hicks, 2021, p. 245)
- Pre-reading Reflection Questions (Hicks, 2021, p. 246)
- Post-Reading Reflection (Hicks, 2021, p. 272)

OR?

- Post-Reading Reflection (Hicks, 2021, p. 275)

Readings

- ❖ Unit IV, Chapter 10 - 10.3 (Hicks, 2021, p. 221-245)
- ❖ Chapter 11 (Hicks, 2021, p. 246-275)

In-Class Activities:

- ★ Dialogue Topic: Allies, Co-Conspirators, etc. continued
- ★ Developing a Liberatory Consciousness/ Closing

Final Reflective Paper due by December 7, 2023.

See guidelines for paper under assignments.