

DIALOGUE ACROSS DIFFERENCE

Practice, Theory, and Research on Intergroup Dialogue

PATRICIA GURIN | BIREN (RATNESH) A. NAGDA | XIMENA ZÚÑIGA



Dialogue Across Difference Practice Theory And Research On Intergroup Dialogue

Lei Huang



Dialogue Across Difference Practice Theory And Research On Intergroup Dialogue:

Dialogue Across Difference Patricia Gurin, Biren (Ratnesh) A. Nagda, Ximena Zuniga, 2013-03-15 Due to continuing immigration and increasing racial and ethnic inclusiveness higher education institutions in the United States are likely to grow ever more diverse in the 21st century This shift holds both promise and peril Increased inter ethnic contact could lead to a more fruitful learning environment that encourages collaboration On the other hand social identity and on campus diversity remain hotly contested issues that often raise intergroup tensions and inhibit discussion How can we help diverse students learn from each other and gain the competencies they will need in an increasingly multicultural America Dialogue Across Difference synthesizes three years worth of research from an innovative field experiment focused on improving intergroup understanding relationships and collaboration The result is a fascinating study of the potential of intergroup dialogue to improve relations across race and gender First developed in the late 1980s intergroup dialogues bring together an equal number of students from two different groups such as people of color and white people or women and men to share their perspectives and learn from each other To test the possible impact of such courses and to develop a standard of best practice the authors of Dialogue Across Difference incorporated various theories of social psychology higher education communication studies and social work to design and implement a uniform curriculum in nine universities across the country Unlike most studies on intergroup dialogue this project employed random assignment to enroll more than 1 450 students in experimental and control groups including in 26 dialogue courses and control groups on race and gender each Students admitted to the dialogue courses learned about racial and gender inequalities through readings role play activities and personal reflections The authors tracked students progress using a mixed method approach including longitudinal surveys content analyses of student papers interviews of students and videotapes of sessions The results are heartening Over the course of a term students who participated in intergroup dialogues developed more insight into how members of other groups perceive the world They also became more thoughtful about the structural underpinnings of inequality increased their motivation to bridge differences and intergroup empathy and placed a greater value on diversity and collaborative action The authors also note that the effects of such courses were evident on nearly all measures While students did report an initial increase in negative emotions a possible indication of the difficulty of openly addressing race and gender that effect was no longer present a year after the course Overall the results are remarkably consistent and point to an optimistic conclusion intergroup dialogue is more than mere talk It fosters productive communication about and across differences in the service of greater collaboration for equity and justice Ambitious and timely Dialogue Across Difference presents a persuasive practical theoretical and empirical account of the benefits of intergroup dialogue The data and research presented in this volume offer a useful model for improving relations among different groups not just in the college setting but in the United States as well

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continuing immigration and increasing racial and ethnic inclusiveness higher education institutions in the United States are likely to grow ever more diverse in the 21st century This shift holds both promise and peril Increased inter ethnic contact could lead to a more fruitful learning environment that encourages collaboration On the other hand social identity and on campus diversity remain hotly contested issues that often raise intergroup tensions and inhibit discussion How can we help diverse students learn from each other and gain the competencies they will need in an increasingly multicultural America Dialogue Across Difference synthesizes three years worth of research from an innovative field experiment focused on improving intergroup understanding relationships and collaboration The result is a fascinating study of the potential of intergroup dialogue to improve relations across race and gender First developed in the late 1980s intergroup dialogues bring together an equal number of students from two different groups such as people of color and white people or women and men to share their perspectives and learn from each other To test the possible impact of such courses and to develop a standard of best practice the authors of Dialogue Across Difference incorporated various theories of social psychology higher education communication studies and social work to design and implement a uniform curriculum in nine universities across the country Unlike most studies on intergroup dialogue this project employed random assignment to enroll more than 1 450 students in experimental and control groups including in 26 dialogue courses and control groups on race and gender each Students admitted to the dialogue courses learned about racial and gender inequalities through readings role play activities and personal reflections The authors tracked students progress using a mixed method approach including longitudinal surveys content analyses of student papers interviews of students and videotapes of sessions The results are heartening Over the course of a term students who participated in intergroup dialogues developed more insight into how members of other groups perceive the world They also became more thoughtful about the structural underpinnings of inequality increased their motivation to bridge differences and intergroup empathy and placed a greater value on diversity and collaborative action The authors also note that the effects of such courses were evident on nearly all measures While students did report an initial increase in negative emotions a possible indication of the difficulty of openly addressing race and gender that effect was no longer present a year after the course Overall the results are remarkably consistent and point to an optimistic conclusion intergroup dialogue is more than mere talk It fosters productive communication about and across differences in the service of greater collaboration for equity and justice Ambitious and timely Dialogue Across Difference presents a persuasive practical theoretical and empirical account of the benefits of intergroup dialogue The data and research presented in this volume offer a useful model for improving relations among different groups not just in the college setting but in the United States as well

The ^AOxford Handbook of Social Psychology and Social Justice Phillip L. Hammack, 2018-02-15 The Oxford Handbook of Social Psychology and Social Justice spans cultures and disciplines to highlight critical paradigms and practices for the study of social injustice in diverse contexts This book addresses injustice along such lines as race ethnicity

gender sexual identity and social class It also addresses pressing issues of globalization conflict intervention and social policy

Research Handbook on the Student Experience in Higher Education Chi Baik, Ella R. Kahu, 2023-11-03 Bringing together cutting edge research from over 50 leading international scholars this forward looking Research Handbook offers theoretical and empirical insights into the student experience in higher education

Facilitating Transformational Dialogues Stephanie D. Hicks, Donna Rich Kaplowitz, 2024 This much needed guide provides the specific skills and materials necessary to facilitate effective dialogues across identity differences We are living through arguably one of the most divisive times in our country and the world People do not know how to communicate across differences in a way that advances the public good from the international halls of power to local city governments to classrooms to family dinners The consequences are devastating from hate fueled conflicts and mass shootings to teachers who do not know how to address problematic comments in the classroom This book responds to the urgent need to address complicated intense and oftentimes personal differences in a productive way Written for both novice and experienced facilitators it offers concrete materials to use in classrooms and other settings along with anecdotes vignettes and hard earned lessons based on the authors own experiences By capturing conversations among leaders in the field and emergent practitioners Facilitating Transformational Dialogues emanates optimistic energy and time tested wisdom from the fields of Intergroup Relations and Intergroup Dialogue Contributors Daniel Alvarez Charles Behling Trelawny Boynton adrienne maree brown Mark Chesler Erika Crews Sara Crider Tazin Daniels Roger Fisher Kristie Ford Patricia Gurin Rima Hassouneh Emely Hernandez Stephanie Hicks Olive Jayakar Donna Kaplowitz Michael Kaplowitz Charles Liu Kelly Maxwell Sariah Metcalfe Alice Mishkin Christina Morton Taryn Petryk Shana Schoem Deborah Slosberg Beverly Daniel Tatum Monita Thompson Meaghan Wheat Anna Yeakley Ximena Zuniga

Higher Education for Democratic Innovation Sjur Bergan, Tony Gallagher, Ira Harkavy, 2015 Democracy is increasingly the standard against which societies are measured The term democratic culture designates the set of attitudes and behaviours that citizens need to have for democratic institutions and laws to function in practice This is an important development from older perceptions of democracy which focused on institutions laws and procedures It is a recognition that democracy will not function unless citizens want it to function In all countries there are committed individuals aspiring to make their societies better democracies As the Secretary General of the Council of Europe Thorbjørn Jagland has said on several occasions our societies seek to address 21st century issues through 19th century institutions Through contributions by authors from Europe North America and other parts of the world this book explores how higher education can help find new ways to develop commitment to public space and societal engagement and make democracy more vibrant

Intergroup Dialogue Ximena Zuniga, Gretchen Lopez, Kristie Ford, 2016-04-29 Intergroup dialogue is a form of democratic engagement that fosters communication critical reflection and collaborative action across social and cultural divides Engaging social identities is central to this approach In recent years intergroup dialogue has emerged as a promising social justice education practice

that addresses pressing issues in higher education school and community settings This edited volume provides a thoughtful and comprehensive overview of intergroup dialogue spanning conceptual frameworks for practice and most notably a diverse set of research studies which examine in detail the processes and learning that take place through dialogue This book addresses questions from the fields of education social psychology sociology and social work offering specific recommendations and examples related to curriculum and pedagogy Furthermore it contributes to an understanding of how to constructively engage students and others in education about difference identities and social justice This book was originally published as a special issue of *Equity Excellence in Education* *Intergroup Dialogue in Higher Education: Meaningful Learning About Social Justice* Ximena Zuniga, 2007-03-16 Intergroup dialogue promotes student engagement across cultural and social divides on college campuses through a face to face interactive and facilitated learning experience that brings together 12 to 18 students from two or more social identity groups over a sustained period of time This volume outlines the theory practice and research on intergroup dialogue It also offers educational resources to support the practice It is a useful resource for faculty administrators student affairs personnel students and practitioners for implementing intergroup dialogues in higher education A Mixed Methods Examination of College Students' Intercultural Development Marie Kendall Brown, 2008 Multicultural Education , 2001 *Facilitating Intergroup Dialogues* Kelly E. Maxwell, Biren Ratnesh Nagda, Monita C. Thompson, 2023-07-03 Co published with Intergroup dialogue has emerged as an effective educational and community building method to bring together members of diverse social and cultural groups to engage in learning together so that they may work collectively and individually to promote greater diversity equality and justice Intergroup dialogues bring together individuals from different identity groups such as people of color and white people women and men lesbian gay and bisexual people and heterosexual people and uses explicit pedagogy that involves three important features content learning structured interaction and facilitative guidance The least understood role in the pedagogy is that of facilitation This volume the first dedicated entirely to intergroup dialogue facilitation draws on the experiences of contributors and on emerging research to address the multi dimensional role of facilitators and co facilitators the training and support of facilitators and ways of improving practice in both educational and community settings It constitutes a comprehensive guide for practitioners covering the theoretical conceptual and practical knowledge they need Presenting the work and insights of scholars practitioners and scholar practitioners who train facilitators for intergroup dialogues this book bridges the theoretical and conceptual foundations of intergroup relations and social justice education with training models for intergroup dialogue facilitation It is intended for staff faculty and administrators in higher education and community agencies as well as for human resources departments in workplaces Contributors Charles Behling University of Michigan Ann Arbor The Program on Intergroup Relations Barry Checkoway University of Michigan Ann Arbor School of Social Work Mark Chesler University of Michigan Ann Arbor The Program on Intergroup Relations Keri De Jong University of

Massachusetts at Amherst School of Education Roger Fisher University of Michigan Ann Arbor The Program on Intergroup Relations Nichola G Fulmer Patricia Gurin University of Michigan Ann Arbor The Program on Intergroup Relations Tanya Kachwaha University of Massachusetts at Amherst School of Education Christina Kelleher Institute for Sustained Dialogue Sustained Dialogue Campus Network Ariel Kirkland Occidental College Student facilitator James Knauer Lock Haven University of Pennsylvania Democracy Lab Joycelyn Landrum Brown University of Illinois at Urbana Champaign Program on Intergroup Relations Shaquanda D Lindsey Occidental College Student facilitator David J Martineau Washington University St Louis School of Social Work Kelly E Maxwell Biren Ratnesh A Nagda Teddy Nemeroff Institute for Sustained Dialogue Sustained Dialogue Campus Network Romina Pacheco University of Massachusetts at Amherst School of Education Priya Parker Institute for Sustained Dialogue Sustained Dialogue Campus Network Jaclyn Rodriguez Occidental College Department of Psychology Andrea C Rodriguez Scheel Occidental College Student facilitator Michael S Spencer University of Michigan Ann Arbor School of Social Work Monita C Thompson Norma Timbang Thai Hung V Tran Carolyn Vasques Scalera Independent Scholar Thomas E Walker University of Denver Center for Multicultural Excellence Kathleen Wong Lau Arizona State University Western Michigan University Intergroup Relations Center Intercultural Communication Anna M Yeakley Independent Intergroup Dialogue Consultant Ximena Ziga University of Massachusetts at Amherst School of Education

Introduction to Intergroup Dialogues (First Edition) Stephanie Hicks, 2020-09-30 Introduction to Intergroup Dialogues provides students and facilitators with an exemplary resource for learning about and conducting intergroup dialogues. The anthology weaves classic texts within the discipline with illuminating reflection and comprehension questions. The readings are designed to support student learning of social justice education concepts as well as intergroup dialogue skills and techniques as they move through the dialogue experiences. The book is divided into four units which reflect the stages of intergroup dialogue: forming and building relationships, exploring group differences and commonalities, exploring hot topics and building alliances, and planning for action. In Unit I, readings outline the origins, learning outcomes, and structure of intergroup dialogue and introduce students to a key pedagogical technique: affirming inquiry. Unit II contains readings on social identity, group membership, socialization, oppression, and their manifestations. Unit III provides resources to support students' navigation through pressing social issues that can illuminate how we think and communicate about difference at the individual, institutional, and structural levels. In Unit IV, students read about allyship, coalition building, accountability, and self and community care. Finally, they are encouraged to consider how to apply what they've learned in dialogue outside the classroom.

Facilitating Change through Intergroup Dialogue Kristie Ford, 2017-06-26 In order both to prepare for an increasingly diverse society and to help students navigate diverse learning environments, many institutions of higher education have developed programs that support student learning and competencies around inter and intra group relations. *Facilitating Change through Intergroup Dialogue: Social Justice Advocacy in Practice* traces the impact of

Intergroup Dialogue IGD courses on peer facilitators who delivered Skidmore College's IGD curricula over a five year period. Through a series of in depth qualitative interviews and auto ethnographies this book explores how former IGD facilitators are applying what they learned to their personal and professional lives three to five years post college. By exploring facilitators' application of IGD skills, understanding of social justice and the challenges inherent in this work, *Facilitating Change through Intergroup Dialogue* offers concrete strategies for supporting undergraduate students in their enduring efforts towards justice. *The Practice of Intergroup Dialogue Across Educational Settings* Kristin J. McCowan, 2021. Consciousness raising educational efforts that help learners critically examine the sociopolitical structures that create and sustain discrimination and disadvantage Larson 2014 are needed. Friere 1979 suggests that the most promising approaches to educating for critical consciousness reflect three interconnected components: an in depth understanding of the world, reflection on social and political contradictions, and taking action against oppressive elements in one's own life. Friere 1979. Intergroup Dialogue IGD is one evidence based approach that uses critical pedagogy and experiential learning to help students develop a structural analysis of how power and privilege are related to various types of inequalities. Gurin, Nagda, Lopez, Maxwell, Nagda, Schoem, Zuniga et al 2007. While the majority of research on IGD tends to examine outcomes, less is known about how students experience and navigate the cognitive and affective processes that facilitate the aforementioned outcomes. This dissertation seeks to understand the ways in which IGD fostered critical consciousness among students. Across these three studies, IGD served as a promising approach that enabled high school and undergraduate students to increase their understanding of the world around them, to engage in critical self reflection, and the findings across these studies also demonstrated students' ability to take action to incorporate their new learnings into their everyday lives. Although the experiential nature of the course proved challenging at times, the vast majority of students reported that the dialogic challenges supported their ability to apply critical dialogue skills across both contexts. Analyses also revealed that IGD was instrumental in the development of students' listening skills. In particular, analyses revealed that students may have developed a more integrated form of listening or conscious listening, which involves the integration of multiple senses (e.g., eyes, heart, mind, ears) that promoted their ability to awareness across all three domains: context, content, and intrapersonal. Analyses from the high school study revealed that IGD supported students' sociopolitical development. While there is not sufficient evidence to suggest that a school wide approach is feasible, evaluation of the pilot program was appropriate and conducive to high school students. In the third study, there were more trials needed to further develop a programming model that addresses the unique contingencies embedded in the school environment, which include the duration of each meeting was limited to 40 minutes and inconsistent access to physical space within the school. **Civic Dialogue, Arts & Culture** Pam Korza, Barbara Schaffer Bacon, Andrea Assaf, 2005. *Civic Dialogue: Arts & Culture* explores the power of the arts and humanities to foster civic engagement and demonstrates how arts and humanities organizations can be vital civic and cultural institutions. **Sociological Abstracts**, 2004 CSA.

Sociological Abstracts abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences The database provides abstracts of journal articles and citations to book reviews drawn from over 1 800 serials publications and also provides abstracts of books book chapters dissertations and conference papers

Intergroup Dialogue with High School Participants Meaghan E. Kachadoorian,2020 Liberatory education facilitates identity expression promotes empathy and understanding across difference and builds capacity for recognizing and resisting oppressive social structures However many students educational experiences lack intentional practices that subvert societal intolerance Without these practices education can perpetuate social group divide without empowering students to create social change The practice of dialogue specifically critical intergroup dialogue brings together participants from various social group identities in facilitated conversations in pursuit of social transformation This project is an exploration of intergroup dialogue with high school students For the research I carried out a phenomenological study by co facilitating a dialogue group with seven youth from six countries The analysis of the study data namely of the students insights informed the curriculum presented in this field project The curriculum is meant for practitioners to adapt to their community contexts In order to build a more peaceful world and to respond to violence against marginalized communities it is imperative to continue to develop critical peace education interventions that respond to racial class sociopolitical gender national and religious conflict This study and corresponding curriculum respond to this need by making critical intergroup dialogue more accessible to high school students

Education Programs for Improving Intergroup Relations Walter G. Stephan,W. Paul Vogt,2004-04-26 This highly informative book describes in rich detail a wide variety of programs designed to improve intergroup relations Specific techniques and practices are discussed and the research on the effectiveness of each program is carefully reviewed In addition there are chapters on the psychological mechanisms underlying successful programs and organizational practices that improve intergroup relations as well as an up to date review of the overall effectiveness of these programs

Intergroup Dialogue in Undergraduate Multicultural Psychology Education Joel Timothy Muller,2015 We examined group climate and outcomes in 19 intergroup dialogues IGD focused on gender race and ethnicity religion and spirituality sexual orientation or social class at a large public university in the Southeastern United States Group members were undergraduate students enrolled in a course in multicultural psychology Participants completed pre and post dialogue outcome measures of attitudes toward diversity colorblind attitudes and ethnocultural empathy Following each of the eight weekly sessions participants completed a group climate measure assessing engagement avoidance and conflict Across eight weeks group members perceived significant increases in engagement and decreases in avoidance but no significant changes in conflict In addition we found significant decreases in two aspects of colorblind racial attitudes blindness to racial privilege RP and blindness to institutional discrimination ID and significant increases in empathic perspective taking EPT Finally change in individual group members perceptions of the level of engagement over time predicted post dialogue RP ID and EPT

when controlling for pre dialogue scores on the same variables These findings are discussed in relationship to the critical dialogic model of IGD and implications for research and practice are explored **Grants for Minorities** ,2001

Unveiling the Magic of Words: A Overview of "**Dialogue Across Difference Practice Theory And Research On Intergroup Dialogue**"

In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their power to kindle emotions, provoke contemplation, and ignite transformative change is truly awe-inspiring. Enter the realm of "**Dialogue Across Difference Practice Theory And Research On Intergroup Dialogue**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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