

**TEMPLE UNIVERSITY
COLLEGE OF EDUCATION**

URBAN EDUCATION PROGRAM & OFFICE OF MULTICULTURAL AFFAIRS

**Urban Education 5630, Fall 2009 (CRN070241): Special Topics Seminar
Facilitating Dialogue and Action with Diverse Groups**

Instructors: Professors Novella Keith & Charles Rojzman

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Office hours: Mondays 2:00 - 5 and by appointment

Course meeting times: Mon. 11/2/09: 5:30pm–9:30pm; Tue–Fri, 11/3/09–11/6/09: 5:30pm–8:30pm; Sat–Sun 11/7/09–11/8/09: 10am–5pm; Sat 11/21/09: 10am–4pm. One additional individual or team consultation required between 11/9 and 12/13 (two recommended).

Course registration deadline: October 15, 2009

Location and times (location may be changed after the first meeting):

Monday 11/2; 5:30–9:30pm; Barton Hall B (BB) 107

Tuesday 11/3 - Thursday 11/5; 5:30–8:30pm; BB 107

Friday 11/6; 5:30–8:30pm; Ritter Annex (RA) 707

Saturday 11/7 - Sunday 11/8; 10:00am–5:00pm; RA 707

Saturday 11/21; 10:00am–4:00pm; RA 707

Rationale

We live in a time of increasing social diversity, when groups that have been excluded from the social mainstream clamor to be recognized and included. Reactions to these claims are complex: our times are marked by both increased openness to diversity and increased intolerance, hatred and violence, which threaten the social fabric and democratic life. In a seeming paradox, in order to preserve our democratic traditions and ways of life, we need to change, as people, organizations, and as a whole society. This course and the three additional certificate courses (see below) will help participants learn how to live and work together in diverse organizations and societies and how to facilitate this same ability in others.

Diversity Facilitation Graduate Certificate

This course is part of a four-course graduate certificate that is jointly sponsored by Temple University's College of Education, Urban Education Program, and Temple University's Office of Multicultural Affairs. Both the course and certificate are open to holders of a Bachelor's degree who are Temple students and employees, as well as non-Temple professionals interested in advancing their knowledge and skills in diversity facilitation. The certificate is available for graduate credit or professional continuing education units. You do not need to be matriculated in a graduate program in order to take certificate courses. If taken for graduate credit, up to three certificate courses may be transferred into a graduate degree program at Temple University.

Courses take students through the unique TST approach to working with groups with a history of conflict based on such factors as race, gender, class, sexual orientation, religion and national origin. TST offers an action-oriented model for intergroup relations. The theory and practice of TST bring together social and depth psychology, group dynamics, and organizational development. The course will take

students through the unique TST approach to working with groups with a history of inter-group conflict. For comparison purposes, course readings also refer to some major alternative approaches. The contents of each course may change based on the dynamics and process of the group. All the topics in courses 1-4 will be addressed by the time participants complete the certificate.

Course 1: *The Emotional Life of Groups*: 1) Social and professional masks people wear; 2) Fears, hatreds, and prejudices; and 3) Psychoanalytical dynamics, including projection and transference.

Course 2: *Violence and Conflict*: 1) Differentiating violence from constructive conflict; and 2) Transforming intergroup and intra-group violence into constructive conflict.

Course 3: *Personal and Societal Transformation*: 1) Identifying the differences between personal and institutional/collective blocks and obstacles to cooperation; and 2) Analyzing the particular constraints to collective group action in a given social network, neighborhood, organization or other social setting.

Course 4: *Process and Stages in Facilitating Inter-Group Collaboration*: 1) Facilitating group process through the phases of group formation, including accepting and engaging with necessary conflicts; 2) Allowing authentic information to circulate in the group, thus creating a “collective intelligence”, and 3) Applying the group’s collective intelligence toward the resolution of common problems.

Course 1 Description

This course uses experiential learning pedagogy, which means a significant focus is on learning by reflecting on your experience while also bringing academic knowledge to bear on deepening your learning. There are three course segments: (a) a week-long intensive; (b) a day-long seminar/presentation (Saturday); (c) one or two individual or team consultations. The intensive week-long seminar will be focused primarily on learning through participating in the class as a group and gaining insights from this experience. The goal is for you to *discover* course concepts by reflecting on your own experience and relationships in the group. For this reason, we ask you to limit your readings prior to beginning the course to those that are termed “introductory” (see below and Blackboard course site). Following the week-long intensive, you will deepen your experiential understanding through the other course readings. The Saturday seminar and subsequent consultations will help you identify particular aspects of the course to explore further as you move toward writing a final paper that is due on 12/13.

Course learning goals: Participants will develop an essential skill for intergroup facilitation: understanding and working with the emotional life of groups. The relevant knowledge includes (a) the social and professional masks people wear; (b) fears, hatreds, and prejudices; and (c) psychoanalytical dynamics, including projection and transference. The course places a strong emphasis on personal transformation and participants’ growth in self-awareness, especially with regard to their own capacity to cooperate and develop connections with others. Readings and academic learning are important in the context of supporting personal growth in self-awareness. We thus strongly encourage students to go beyond academic learning alone, and this is reflected in course assessment (see below).

Course Requirements and Assessment

1. Class attendance: **attendance is required at all course sessions**, whether you are receiving graduate credit or CPE units. Please arrive on time and plan not to leave before the end of class.
2. Reflection notes: keep a journal where you write your reflections about class. We suggest that you write on a daily basis during the intensive week, and as needed afterwards, reflecting on what happened in the group, your own reactions, and personal insights about these.
3. Final integrative paper. Due 12/13.

Assessment. For participants electing to take the course for graduate credit, grades will be based on the following criteria (with + or – as appropriate).

FINAL GRADE: A

Attendance, reflection notes, and final integrative paper in which you grapple with the personal meaning of the course for you. The paper demonstrates depth of thinking and self-awareness and integrates authentic reflection and at least 6 relevant readings and introductory reading(s). Please note that the point here is not to give back what you think the instructors want to hear but to grapple with the issues that the course raises for you, personally.

FINAL GRADE: B

Attendance, reflection notes, and final paper that demonstrates mostly academic knowledge. At least six of the readings below, in addition to the introductory reading(s) are used to support the paper.

FINAL GRADE: C (Note: this is NOT usually considered an acceptable grade for graduate work. If you are considering this option, please discuss it the instructors).

Attendance to all course sessions. No other written work provided. (Note that this is a minimum basic requirement of the course. If you cannot attend all sessions, you should not register for the course).

For participants electing to take the course for non-credit, continuing professional education (CPE) units will be awarded based on attendance at all course sessions. Award of the certificate will require more than simple attendance.

Readings. All readings are available on the course Blackboard site. The site can be accessed once a student is registered for the course and has obtained a Temple University email account. Students are expected to have completed all the readings by the end of the 4-course sequence.

A. Introductory reading (to be completed before the course starts):

Required: Charles Rojzman (1999). *How to live together*. Introduction and Chapters 9-11. This is an introduction to Transformational Social Therapy and its personal, interactional, and socio-political dimensions.

Recommended:

Carl Rogers (1995). *On becoming a person: A therapist's view of psychotherapy*. (especially Peter Kramer's Introduction and Parts III, IV, & VI).

Peter Schmidt (2008, July 16). 'Intergroup dialogue' promoted as using racial tension to teach. *Chronicle of Higher Education Online*.

Beverly Daniel Tatum (). "The complexity of identity". Chapter 2 in "*Why are all the Black kids sitting together in the cafeteria?*" and other conversations on race.

B. *Other course readings* (read after the end of the week-long intensive). Your integrative paper should make use of at least 6 of these readings as well as introductory readings.

B. 1. The emotional life of groups

Social and Professional Masks People Wear

C. George Boeree, *Personality Theories*. Chapter on Carl Jung.
<http://webspaceship.edu/cgboer/perscontents.html>

Clifford Mayes (2005). Ten Pillars of a Jungian Approach to Education. *Encounter: Education for Meaning and Social Justice* 18(2), 30-41.

Wayne C. Hudson (1978). Persona and Defence Mechanisms. *Journal of Analytical Psychology* 23(1), 54-62.

Robert Craig (1994, March/April). The face we put on: Carl Jung for teachers. *Clearinghouse* 67(4), 189-191.

Alexander M. Czopp, Margo J. Monteith & Aimee Y. Mark (2006). Standing up for a change: Reducing bias through interpersonal confrontation. *Journal of Personality and Social Psychology* 90(5), 784-803.

Fears, Hatreds, Prejudice

Thomas Pettigrew (2008). Future directions for intergroup contact theory and research. *International Journal of Intercultural Relations*, 32, 187-199.

Phyllis B. Gernstenfeld (2002). A time to hate: Situational antecedents of intergroup bias. *Analyses of Social Issues and Public Policy*, pp. 61-67.

Group Psychoanalytical Dynamics

Transference & Projection

Paul J. Lindell (1977). A Kleinian approach to psychotherapy. *Clinical Social Work Journal*, 5(3), pp. 179-190.

William K. Hahn and Karen Toman (1997). Destructive and Reparative Transference in Multiple Levels of Group Psychotherapy. *Group*, 21(3), 239-253.

B. Burch (1988, summer). Melanie Klein's Work: An Adaptation in Practice. *Clinical Social Work*, 16(2), 125-142.

M. Lydia Khuri (2004). Working with emotion in educational intergroup dialogue. *International Journal of Intercultural Relations*, 28, 595-612.

Walter G. Stephan (2008). Psychological and Communication Processes Associated with Intergroup Conflict Resolution. *Small Group Research* 39(1), 28-41.

Authority Relations

Bonnie D. Oglensky (1995). Socio-Psychoanalytic Perspectives on the Subordinate. *Human Relations*, 48(9), 1029-1054.

Theories and theorists

Poppy Laretta McLeod and Richard B. Kettner-Polley (2004). Contributions of Psychodynamic Theories to Understanding Small Groups. *Small Group Research*, 35(3), 333-361.

Barry J. Koch, Harold K. Bendicson and Joseph Palombo (2009). Guide to Psychoanalytic Developmental Theories. Chapter 7, Melanie Klein,(pp. 129-145). New York: Springer.

Bernard J. Paris (1999). *Karen Horney's Vision of the Self*. *The American Journal of Psychoanalysis*, 59(2), 157-166.