INTD 250: Speaking and Writing Across Difference

Course Description: Is it possible in this age of extreme polarization to engage in dialogue with people who think differently from us? And, if it is possible, how do we do it and why even bother? These are some of the fundamental questions that frame this course. Together we will engage in the important inner work, co-construct a dialogic space, frame the issues that matter to us, and learn to interact effectively with each other – all skills essential to participating in democratic dialogues. Along the way, we will consider important topics like the nature of civil (and uncivil) dialogue; the transformative power of mutual understanding; the psychological nature of polarization; the costs of and cancel culture; the benefits and challenges of free speech; the impact of the information landscape on discourse; the implications of safe versus brave spaces; the difficulty of changing our minds; the struggle to overcome perceived risks and threats; and the power of personal stories. We will then explore various public conversation models, evaluate them in light of our campus culture, and make recommendations about their transformative potential. Finally, you all will decide which models to use on campus and in our Carlisle community.

This course will be unique because it will be taught by a team of faculty and staff: Noreen Lape (instructor of record), Amy McKiernan, Katie Heard, Amaury Sosa, Kirk Anderson, John Katunich, Ian Boucher, Jackie Campbell, Katie Schweighofer, and Rui Zhang.

Your subsequent paid employment as student dialogue facilitators will be based on your overall performance in the course.

Learning Outcomes: When you successfully complete this course, you will be able to:

- frame a global issue for a local dialogue;
- analyze several models of public conversation and evaluate their effectiveness;
- implement the evidence-based skills of effective dialogue;
- become more knowledgeable about a complex and diverse United States;
- enhance critical thinking about issues of position, power and privilege;
- recognize the multiple identities that shape our interactions with one another;
- develop skills to engage in respectful and civil dialogue with others who have different perspectives.

Texts:

Nicholas V. Longo and Timothy J. Shaffer, *Creating Space for Democracy*

Readings on Moodle

High-Stakes Projects: There are three:

1. Tracking a Global Issue in a Local Context
   o You will each get to choose an issue that is important to you or that makes you curious or that you want to learn more about. You will track that issue in local Cumberland Valley news sources. I will give you weekly prompts to answer about your topic on a Moodle Forum. These responses should be 250-300 words. For a final essay and presentation to the class, you will talk about your issue, script a dialogue plan using one (or a combination) of the models and explain your rationale for that model. After the course, one of your first paid tasks could be to create a dossier of topics with bibliography of resources for the DXD library.
2. Assessment of Dialogue Model for Dickinson
   o For this collaborative group assignment, you will explore one of six different public conversation models: Dialogue to Change, Sustained Dialogues, Intergroup Dialogue, Story Circle Process, National Issues Forum, and Collaborative Discussion. After reading about the model in *Creating Space for Democracy,* you will research in more depth how the model works by accessing journal articles and websites as well as interviewing contact persons and campus stakeholders. Your group report will present your findings and makes a recommendation as to whether it suits our campus culture and in what contexts; you will also demonstrate how the model works with your classmates.
3. Community Dialogues through Photography
   o The class will choose an issue and take photographs in the community that speak to that issue. You will then have a gallery showing of those photographs, which you will use to have a dialogue on the topic.

All papers (drafts and final versions) should be word-processed and follow standard formatting: double-spaced; 12-point font; right hand corner numbering; and title, name, and date on first page. Throughout the paper, the citations and documentation style should be consistent according to current MLA style.

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The policies, procedures, assessments, and/or schedule in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

DATE	TOPIC	READINGS	INSTRUCTOR
T, 8/29	Introduction to the course, connection exercise, community guidelines	• Kate Murphy, "Listening to Opposing Views: Why It Feels Like Being Chased by a Bear"	Lape

F, 9/1	Identity and Communication: How do our intersectional selves surface in this work?	• Implicit bias test; • Deborah Cameron and Scott Kulick, "What Has Gender Got To Do With Sex?: Language, Heterosexuality and Heteronormativity" (Moodle) • Cathryn Bailey and Susan K. Freeman, "Queered Outrage: Reclaiming Anger Amid Facile Calls for Campus Civility" (Moodle) • Introduction to Affective Advisors	Schweighofer
T, 9/5	What is the difference between dialogue, discussion, deliberation, and debate? Why are we doing dialogue? Why not *civil* dialogue?	• Daniel Yankelovich, "What Makes Dialogue Unique" (Moodle) • Nick Longo and Timothy J. Shaffer, "Discussing Democracy: Learning to Talk Together" (Text) • Teresa Bejan, "Is Civility a Sham?" TEDTalk (Moodle) • "When Civility is Used as a Cudgel Against People of Color" (Moodle)	Lape and McKiernan
F, 9/8	What issues matter to you? Meet in Library Classroom 2	• Assignment 1: Tracking a Local Topic • Tracking your civic passion in local contexts	Lape and Boucher
T, 9/12	What is it like to dialogue across differences?		Lape, Gage, and Sosa
F, 9/15	How can dialogue foster democratic inclusion? What can dialogic techniques tell us about the promises and limits of speech on campuses?	• Sigal Ben-Porath, excerpt from *Cancel Wars* (Moodle) • Chapter from Longo and Schaffer (Text)	Heard
T, 9/19	What are the purposes of different kinds of information in society? What are the information landscape's impacts on discourse?	• Ronald J. Deibert, "The Road to Digital Unfreedom: Three Painful Truths About Social Media" (Moodle)	Boucher
F, 9/22	What is political polarization and what can we do about it?	• Ezra Klein, excerpt from *Why We're Polarized* (Moodle)	Zhang

		• Jacob Westfall, Leaf Van Boven, John R. Chambers, and Charles M. Judd, "Perceiving Political Polarization in the United States: Party Identity Strength and Attitude Extremity Exacerbate the Perceived Partisan Divide" (Moodle)	
T, 9/26	How do we reckon with motivated reasoning (especially our own) in dialogue? OR What would it take to change your mind?	• Lee McIntyre, "The Roots of Cognitive Bias" (Moodle)	Katunich
F, 9/29	What does reflective structured dialogue do well, and what is it missing?	• John Sarrouf and Katie Hyten, "Creating Cultures of Dialogue in Higher Education" (Text)	Lape
T, 10/3	How do we construct dialogic spaces that minimize perceived risks and threats?	• Bessel Van Der Kolk, "Brain-Body Connections" (Moodle)	Anderson
F, 10/6	How does our sense of belonging inform how we dialogue across differences? How (and what) do we choose to share? How do we listen? How do we respond? How may starting from our stories (rather than our positions) foster belonging/inclusion in these dialogic spaces? How do we, as participants and facilitators, craft and facilitate/situate the stories (and personal information) dialogue participants share?	• Julia Alvarez, "I Want to Be Miss America" (Moodle) • Roxane Gay, "I Once Was Miss America" (Moodle) • Assignment 2: Community Dialogues through Photography	Sosa
T, 10/10	What is the difference between understanding and endorsement?	• Monica Guzman, "Curiosity," "Perspective," and "Friction" (Moodle)	McKiernan

	Why should one ask questions of curiosity as opposed to questions of persuasion?		
F, 10/13	What is full spectrum listening, and how can it be used to construct a productive dialogue?	• Kate Murphy, "Listening to Your Curiosity" and "I Know What You're Going to Say"	Campbell
T, 10/17	FALL PAUSE		
F, 10/20	How do I consider others in a dialogue? Why is it important to think divergently, be aware of stakeholders, and build on the ideas of others?		Lape
T, 10/24	What are the various models of dialogue?	• Assignment 3: Researching a Dialogue Model	Lape
F, 10/27	What is the role of a facilitator in a dialogue? What does the facilitator do when things go awry?	• "Disruption, Dialogue, and Swerve," Jill DeTemple and John Sarrouf • Case studies/hypotheticals	Heard
T, 10/31	Presentation of model 1 & 2	• Martha L. McCoy and Sandy Heierbacher, "Building Capacity in Communities: Everyday Democracy's Dialogue to Change Approach" (Text) • Elizabeth Wuerz et al., "Sustained Dialogue Campus Network" (Text)	Lape
F, 11/3	Theory to practice: Dialogue group 1	• Everyday Democracy	Lape
T, 11/7	Theory to practice: Dialogue group 2	• Sustained Dialogue	Lape
F, 11/10	Presentation of models 3 & 4	• Stephanie Hicks and Hamida Bhagirathy, "Education Justice Using Intergroup Dialogue" (Text) • Lizzy Cooper Davis, "The Free Southern Theater's Story Circle Process"	Lape

T, 11/14	Theory to practice: Dialogue group 3	• Intergroup Dialogue	Lape
F, 11/17	Theory to practice: Dialogue group 4	• Story Circles	Lape
T, 11/21	Presentation of models 5 & 6	• Jean Johnson and Keith Melville, "The National Issues Forums" (Text) • Jeff Prudhomme and Shannon Wheatley Hartman, "What If? The Interactivity Foundation and Student-Facilitated Discussion Teams"	Lape
F, 11/24	THANKSGIVING BREAK		
T, 11/28	Theory to practice: Dialogue group 5	• National Issues Forum	Lape
F, 12/1	Theory to practice: Dialogue group 6	• The Interactivity Foundation	Lape
T, 12/5	Which models will we use and exclude? For what purpose will we use the models we include?		Lape, Gage, and Laura Megivern
F, 12/8	Community Dialogues through Photography Finale	Assessment of Dialogue Model Essay due	Sosa, Lape, Heard

You will present your local issue in a global context during the final exam period on Friday, December 15.