Dialogue Across Difference Practice Theory And Research On Intergroup Dialogue

This study takes the work of transforming violence and conflict online and offers insight into the practice of dialogue in virtual settings for peacebuilding purposes. In the field of peace and conflict studies and peacebuilding practices, a significant amount of literature has dealt with the theory and practice of dialogue in face-to-face settings. This project is unique as it takes the peacebuilding practice of dialogue and explores it within an online context. The research is framed and analyzed through the dialogue theories of Martin Buber and Paulo Freire. This project is distinct in its exploration of the connection between dialogue encounters and positive peace, the practical linkages of which are often difficult to articulate or identify. As such, this book offers unique contributions to the knowledge and understanding of dialogue-based peacebuilding in online settings and provides an understanding of how dialogue practices enable outcomes within the construct of positive peace. This book is aimed at academics as a presentation of research into a relatively unexplored field of inquiry. However, it is also relevant and applicable for peacebuilding practitioners who want to navigate taking their practices into online settings and provide a framework for linking practices to intended positive peace outcomes.

Intergroup dialogue promotes student engagement across cultural andsocial divides on college campuses through a face-to-face,interactive, and facilitated learning experience that bringstogether twelve to eighteen students from two or more socialidentity groups over a sustained period of time. Students inintergroup dialogue explore commonalities and differences; examinethe nature and impact of discrimination, power, and privilege; andfind ways of working together toward greater inclusion, equality,and social justice. Intergroup dialogue is offered as a cocurricular activity onsome campuses and as a course or part of a course on others. Thepractice of intergroup dialogue is considered a substantive andmeaningful avenue for preparing college graduates with theknowledge, commitment, and skills essential for living and workingin a diverse yet socially stratified society. The research evidencesupports the promise of intergroup dialogues to meet itseducational goals?consciousness raising, building relationshipsacross differences and conflicts, and strengthening individual andcollective capacities to promote social justice. This volume outlines the theory, practice, and research onintergroup dialogue. It also offers educational resources tosupport the practice of intergroup dialogue. Addressing faculty,administrators, student affairs personnel, students, andpractitioners, this volume is a useful resource for anyoneimplementing intergroup dialogues in higher education. This is the 4th issue of the 32nd volume of the Jossey-Bassreport series ASHE Higher Education Report Series.Each monograph in the series is the definitive analysis of a toughhigher education problem, based on thorough research of pertinentliterature and institutional experiences. Topics are identified bya national survey. Noted practitioners and scholars are thencommissioned to write the reports, with experts providing criticalreviews of each manuscript before publication.

Escaping the win-lose dynamics of zero-sum game approaches is crucial for finding integrated, inclusive solutions to complex issues. This book uncovers real-life examples of inclusive leaders that have broken the zero-sum game, providing insights that help the reader develop their inclusive leadership skills.

This book offers a dialogic ethic of listening that is empirically based, culturally grounded, and normative. Using ten core values, this book explains how understanding listening ethic can ultimately promote better dialogue.

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.

Cross-disciplinary scientific collaboration is emerging as standard operating procedure for many scholarly research enterprises. And yet, the skill set needed for effective collaboration is neither taught nor mentored. The goal of the Toolbox Dialogue Initiative is to facilitate cross-disciplinary collaboration. This book, inspired by this initiative, presents dialogue-based methods designed to increase mutual understanding among collaborators so as to enhance the quality and productivity of cross-disciplinary collaboration. It provides a theoretical context, principal activities, and evidence for effectiveness that will assist readers in honing their collaborative skills. Key Features Introduces the Toolbox Dialogue method for improving cross-disciplinary collaboration Reviews the theoretical background of cross-disciplinary collaboration and considers the communication and integration challenges associated with such collaboration Presents methods employed in workshop development and implementation Uses various means to examine the effectiveness of team-building exercises Related Titles Fam, D., J. Palmer, C. Riedy, and C. Mitchell. Transdisciplinary Research and Practice for Sustainability Outcomes (ISBN: 978-1-138-62573-0) Holland, D. Integrating Knowledge through Interdisciplinary Research: Problems of Theory and Practice (ISBN: 978-1-138-91941-9) Padmanabhan, M. Transdisciplinary Research and Sustainability: Collaboration, Innovation and Transformation (ISBN: 978-1-138-21640-2)

Looking for practical tips and useful guidelines for designing and implementing successful multicultural initiatives? This resource will help you to set up a program and/or a set of strategies that promotes skill development to better manage difference on a personal, institutional, community, or societal level. It also introduces "diversity as a value versus diversity as a good" as a conceptual lens for which to view multicultural initiatives. Using this conceptual lens will assist educators in identifying the philosophical foundation of a given initiative. College educators can ask themselves the fundamental question--Is their multicultural initiative grounded in surface-level outcomes or in far-reaching change? By sharing concrete examples of multicultural initiatives, the authors in this sourcebook are inviting readers into a conversation that might spark change or a new initiative on the reader's own campus. This is the 144th volume of this Jossey-Bass higher education quarterly series. An indispensable resource for vice presidents of student affairs, deans of students, student counselors, and other student services professionals, New Directions for Student Services offers guidelines and programs for aiding students in their total development: emotional, social, physical, and intellectual.

A guide to the latest research on how young people can develop positive ethnic-racial identities and strong interracial relations Today's young people are growing up in an increasingly ethnically and racially diverse society. How do we help them navigate this world productively, given some of the seemingly intractable conflicts we constantly hear about? In Below the Surface, Deborah Rivas-Drake and Adriana Umaña-Taylor explore the latest research in ethnic and racial identity and interracial relations among diverse youth in the United States. Drawing from multiple disciplines, including developmental psychology, social psychology, education, and sociology, the authors demonstrate that young people can have a strong ethnic-racial identity and still view other groups positively, and that in fact, possessing a solid ethnic-racial identity makes it possible to have a more genuine understanding of other groups. During adolescence, teens reexamine, redefine, and consolidate their ethnic-racial identities in the context of family, schools, peers, communities, and the media. The authors explore each of these areas and the ways that ideas of ethnicity and race are implicitly and explicitly taught. They provide convincing evidence that all young people—ethnic majority and minority alike—benefit from engaging in meaningful dialogues about race and ethnicity with caring adults in their lives, which help them build a better perspective about their identity and a foundation for engaging in positive relationships with those who are different from them. Timely and accessible, Below the Surface is an ideal resource for parents, teachers, educators, school administrators, clergy, and all

who want to help young people navigate their growth and development successfully.

As much as Americans believe in the promise of an egalitarian, color-blind society, the reality is far from that ideal. People of color consistently lag behind their white counterparts in key quality-of-life areas. Despite many significant gains, widespread structural inequalities continue to exist and thrive. Race and Social Problems takes the long view of this state of affairs, offering both multi-level analysis and a practical blueprint for social justice. It begins by explaining how race-related social problems have changed over the decades. This volume identifies factors contributing to their persistence in this century, most notably the central role of economic disparities in exacerbating related social problems and replicating them for future generations. The chapters expand on this knowledge by detailing innovative and successful strategies for addressing aspects of six major areas of inequality: Poverty: challenging standard American concepts of poverty. Education: approaches toward closing the achievement gap. Intergroup relations: enhancing race dialogues. Family and lifespan: programs targeting families, youth, and elderly. Criminal justice: reducing incarceration and increasing public safety. Health and mental health: promoting positive outcomes. Race and Social Problems casts a wide net across the most pressing social issues, clarifying both the immediate and larger tasks ahead for a range of professionals in such diverse fields as social work, anthropology, communications, criminology, economics, history, law, political science, psychology, public health, and sociology.

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.

Frustrated with the flood of news articles and opinion pieces that were skeptical of minority students' "imagined" campus microaggressions, Micere Keels, a professor of comparative human development, set out to provide a detailed account of how racial-ethnic identity structures Black and Latinx students' college transition experiences. Tracking a cohort of more than five hundred Black and Latinx students since they enrolled at five historically white colleges and universities in the fall of 2013 Campus Counterspaces finds that these students were not asking to be protected from new ideas. Instead, they relished exposure to new ideas, wanted to be intellectually challenged, and wanted to grow. However, Keels argues, they were asking for access to counterspaces—safe spaces that enable radical growth. They wanted counterspaces where they could go beyond basic conversations about whether racism and discrimination still exist. They wanted time in counterspaces with likeminded others where they could simultaneously validate and challenge stereotypical representations of their marginalized identities and develop new counter narratives of those identities. In this critique of how universities have responded to the challenges these students face, Keels offers a way forward that goes beyond making diversity statements to taking diversity actions.

Published in Association with img alt="" src="https://styluspub.presswarehouse.com/uploads/a12fab3ad13e358e09e1f9c05231049d989baab6.jpg" and img alt="" src="https://styluspub.presswarehouse.com/uploads/747aa07c3a67bedf837371257e3e6bd7b7669e2b.jpg" We live in divisive and polarizing times, often remaining in comfortable social bubbles and experiencing few genuine interactions with people who are different or with whom we disagree. Stepping out and turning to one another is difficult but necessary. For our democracy to thrive at a time when we face wicked problems that involve tough trade-offs it is vital that all citizens participate fully in the process. We need to learn to listen, think, and act with others to solve public problems. This collaborative task begins with creating space for democracy. This book provides a guide for doing so on campus through deliberation and dialogue. At the most basic level, this book describes collaborative and relational work to engage with others and co-create meaning. Specifically, dialogue and deliberation are processes in which a diverse group of people moves toward making a collective decision on a difficult public issue. This primer offers a blueprint for achieving the civic mission of higher education by incorporating dialogue and deliberation into learning at colleges and universities. It opens by providing a conceptual framework, with leading voices in the dialogue and deliberation field providing insights on issues pertinent to college campuses, from free speech and academic freedom to neutrality and the role of deliberation in civic engagement. Subsequent sections describe a diverse range of methods and approaches used by several organizations that pioneered and sustained deliberative practices; outline some of the many ways in which educators and institutions are using dialogue and deliberation in curricular, co-curricular, and community spaces, including venues such as student centers, academic libraries, and residence halls. All of the chapters, including a Resource Section, provide readers with a starting point for conceptualizing and implementing their own deliberation and dialogue initiatives. This book, intended for all educators who are concerned about democracy, imparts the power and impact of public talk, offers the insights and experiences of leading practitioners, and provides the grounding to adopt or adapt the models in their own settings to create educative spaces and experiences that are humanizing, authentic, and productive. It is an important resource for campus leaders, student affairs practitioners, librarians, and centers of institutional diversity, community engagement, teaching excellence and service-learning, as well as faculty, particularly those in the fields of communication studies, education, and political science. Click here for more information on AAC&U and Campus Compact.

Celebrating its 20th anniversary! The most internationally-cited resource in the arena of multicultural counseling, the Handbook of Multicultural Counseling by J. Manuel Casas, Lisa A. Suzuki, Charlene M. Alexander, and Margo A. Jackson is a resource for researchers, educators, practitioners, and students alike. Continuing to emphasize social justice, research, and application, the Fourth Edition of this best-

seller features nearly 80 new contributors of diverse backgrounds, orientations, and levels of experience who provide fresh perspectives to every chapter. Completely updated, this classic text includes new chapters on prevailing social issues and covers the latest advances in theory, ethics, measurement, clinical practice, assessment, and more.

This book presents Social Dialogue as a social innovation strategy for managing diversity at any step of the human resource circle. It showcases empirical research on how to improve open dialogue and constructive negotiations between management, trade unions and employee representatives using multi-disciplinary perspectives from psychology, business, law, gender studies, sociology and management. This book delivers the latest research to promote a change of attitudes, behaviors and competences on diversity and social inclusion, and develop effective organizational responses in terms of policies and procedural aspects to improve inclusion of vulnerable groups at work. The authors and editors explain effective development tools for an inclusive workplace through Social Dialogue, showing that it is possible to achieve this by integrating values, policies and practices at organizational level. The diversity of contributions from different organizational contexts, countries and cultures results in this being a valuable book for a wide range of scientists, researchers, students and human resource managers as they seek to shape inclusive workplaces through Social Dialogue.

Developing inner wisdom as a leadership strength Leading with Spirit, Presence, and Authenticity presents the perspectives of leaders, social scientists, and educators from around the world on the topic of developing inner wisdom. Structured around the notions of spirit, presence, and authenticity, the book encourages readers to reflect on their own lives as they read about their colleagues' diverse experiences, all in an effort to address difficult global systems challenges with a foundation of various wisdom lineages and practices. Each chapter is introduced by an editor with deep background experience in the topic at hand, and the book includes an examination of research on the essential nature of authenticity among leaders. Stories of leadership initiative from across nations illustrate the truly global nature of leadership inspiration, and accounts of teaching mindfulness, guiding leaders, and leading in the arts and humanities integrate critical theory with authentic leadership development. Topics include: Subtle interdependencies involved in modern leadership The contribution of sociological mindfulness to leadership education Authentic leadership as communicated through technology The role of spirit, and what the world needs from leaders A diverse mix of contributors, including a Sufi teacher, a social science journal editor, and a CEO, provide a truly inclusive examination of the ways a leader is defined by self and others. Leading with Spirit, Presence, and Authenticity, a volume in the International Leadership Series Building Leadership Bridges from the International Leadership Association, helps connect ways of researching, imagining, and experiencing leadership across cultures, over time, and around the world.

Social Work in a Global Context engages with, and critically explores, key issues that inform social work practice around the world. Social work can take many forms, and is differently understood in different parts of the world. However, at base, it can be seen as a profession which strives to advance the causes of the vulnerable and marginalised with the aim of promoting social justice, equality, and human rights. This text provides examples of social work in a wide range of countries, informing our understanding of what social work is. It looks at how practice changes or stays the same, and at the impact of policy, as experienced by service users as well as by practitioners working in challenging circumstances. It also meaningfully reflects on the strengths and challenges that are enabled by diversity. Divided into four parts, this wide-ranging text discusses: - what social work means in four different countries -some examples of the impact social and political context can have on social work practice - how social workers see and work with the vulnerable - the future for social work, from disaster work to involving service users. Social Work in a Global Context is the first truly international book for all those interested in comparative and cross-cultural understandings of social work.

The college experience is increasingly positioned to demonstrate its value as a worthwhile return on investment. Specific, definable activities, such as research experience, first-year experience, and experiential learning, are marketed as delivering precise skill sets in the form of an individual educational package. Through ethnography-based analysis, the contributors to this volume explore how these commodified "experiences" have turned students into consumers and given them the illusion that they are in control of their investment. They further reveal how the pressure to plan every move with a constant eye on a demonstrable return has supplanted traditional approaches to classroom education and profoundly altered the student experience.

We've heard plenty from politicians and experts on affirmative action and higher education, about how universities should intervene—if at all—to ensure a diverse but deserving student population. But what about those for whom these issues matter the most? In this book, Natasha K. Warikoo deeply explores how students themselves think about merit and race at a uniquely pivotal moment: after they have just won the most competitive game of their lives and gained admittance to one of the world's top universities. What Warikoo uncovers—talking with both white students and students of color at Harvard, Brown, and Oxford—is absolutely illuminating; and some of it is positively shocking. As she shows, many elite white students understand the value of diversity abstractly, but they ignore the real problems that racial inequality causes and that diversity programs are meant to solve. They stand in fear of being labeled a racist, but they are quick to call foul should a diversity program appear at all to hamper their own chances for advancement. The most troubling result of this ambivalence is what she calls the "diversity bargain," in which white students reluctantly agree with affirmative action as long as it benefits them by providing a diverse learning environment—racial diversity, in this way, is a commodity, a selling point on a brochure. And as Warikoo shows, universities play a big part in creating these situations. The way they talk about race on campus and the kinds of diversity programs they offer have a huge impact on student attitudes, shaping them either toward ambivalence or, in better cases, toward more productive and considerate understandings of racial difference. Ultimately, this book demonstrates just how slippery the notions of race, merit, and privilege can be. In doing so, it asks important questions not just about college admissions but what the elite students who have succeeded at it—who will be the world's future leaders—will do with the social inequalities of the wider world.

As moral educators we are more used to teaching others and researching their learning and moral development than reflecting on and writing formally about our own moral learning. We are not just professionals with an interest and supposedly some expertise in morality and education, we also have gendered and culturally differentiated personal and professional lives, in which there are moral issues, puzzles, and conflicts. We are situated in diverse political and institutional contexts whilst participating in an interdisciplinary professional field and interacting in an increasingly globalised world. How do we integrate the personal, professional and political in our moral learning? In this book celebrating the Journal of Moral Education's 40th anniversary, 15 invited contributors, at different stages in their careers, from a range of disciplinary and cultural backgrounds, and from around the world, offer their academic, analytical and autobiographical reflections. Through their stories, narratives, analyses, questions and concerns, and across many diverse topics central to moral education, we see how they each confront their own moral learning—personally, professionally, and politically. This book offers insights from formative experiences and ongoing issues and challenges to suggest how all educators might take more account of the interrelation of the personal, professional and political in moral teaching and learning. This book was originally published as a special issue of the Journal of Moral Education.

Civil Dialogue on Abortion provides a cutting-edge discussion between two philosophy scholars on each side of the abortion

debate. Bertha Alvarez Manninen argues for her pro-choice view, but also urges respect for the life of the fetus, while Jack Mulder argues for his pro-life view, but recognizes that for the pro-life movement to be consistent, it must urge society to care more for the vulnerable. Coming together to discuss their views, but also to seek common ground, the two authors show how their differing positions nevertheless rest upon some common convictions. The book helps to provide a way forward for a divide that has only seemed to widen the aisle of public discourse in recent years. This engaging book will prove essential reading for students across multiple disciplines, including applied ethics, medical ethics, and bioethics, but will also be of interest to students of religious studies and women's studies.

Mediating Across Difference is based on a fundamental premise: to deal adequately with conflict—and particularly with conflict stemming from cultural and other differences—requires genuine openness to different cultural practices and dialogue between different ways of knowing and being. Equally essential is a shift away from understanding cultural difference as an inevitable source of conflict, and the development of a more critical attitude toward previously under-examined Western assumptions about conflict and its resolution. To address the ensuing challenges, this book introduces and explores some of the rich insights into conflict resolution emanating from Asia and Oceania. Although often overlooked, these local traditions offer a range of useful ways of thinking about and dealing with difference and conflict in a globalizing world. To bring these traditions into exchange with mainstream Western conflict resolution, the editors present the results of collaborative work between experienced scholars and culturally knowledgeable practitioners from numerous parts of Asia and Oceania. The result is a series of interventions that challenge conventional Western notions of conflict resolution and provide academics, policy makers, diplomats, mediators, and local conflict workers with new possibilities to approach, prevent, and resolve conflict. Contributors: Roland Bleiker; Volker Boege; Morgan Brigg; Stephen Chan; Frans de Jalong, Sr.; Lorraine Garasu; Mary Graham; Hoang Young-ju; Carwyn Jones; Joy Kere; Debra McDougall; Norifumi Namatame; Chengxin Pan; Oliver Richmond; Deborah Bird Rose; Muhadi Sugiono; Tarja Väyrynen; Polly O. Walker; Jacqueline Wasilewski.

The delivery of quality education to students relies heavily on the actions of an institution's administrative staff. Effective leadership strategies allow for the continued progress of modern educational initiatives. Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications provides comprehensive research perspectives on the multi-faceted issues of leadership and administration considerations within the education sector. Emphasizing theoretical frameworks, emerging strategic initiatives, and future outlooks, this publication is an ideal reference source for educators, professionals, school administrators, researchers, and practitioners in the field of education.

For twenty years, Teaching for Diversity and Social Justice has been the definitive sourcebook of theoretical foundations, pedagogical and design frameworks, and curricular models for social justice teaching practice. Thoroughly revised and updated, this third edition continues in the tradition of its predecessors to cover the most relevant issues and controversies in social justice education in a practical, hands-on format. Filled with ready-to-apply activities and discussion questions, this book provides teachers and facilitators with an accessible pedagogical approach to issues of oppression in classrooms. The revised edition also focuses on providing students the tools needed to apply their learning about these issues. Features new to this edition include: A new bridging chapter focusing on the core concepts that need to be included in all SJE practice and illustrating ways of "getting started" teaching foundational core concepts and processes. A new chapter addressing the possibilities for adapting social justice education to online and blended courses. Expanded overview sections that highlight the historical contexts and legacies of oppression, opportunities for action and change, and the intersections among forms of oppression. Added coverage of key topics for teaching social justice issues, such as establishing a positive classroom climate, institutional and social manifestations of oppression, the global implications of contemporary SJE work, and action steps for addressing injustice. New and revised material for each of the core chapters in the book complemented by fully-developed online teaching designs, including over 150 downloadables, activities, and handouts on the book's Companion Website (www.routledgetextbooks.com/textbooks/_author/teachingfordiversity). A classic for teachers across disciplines, Teaching for Diversity and Social Justice presents a thoughtful, well-constructed, and inclusive foundation for engaging students in the complex and often daunting problems of discrimination and inequality in American society.

The highly anticipated U.S. Supreme Court decision in Fisher v. University of Texas placed a greater onus on higher education institutions to provide evidence supporting the need for affirmative action policies on their respective campuses. It is now more critical than ever that institutional leaders and scholars understand the evidence in support of race consideration in admissions as well as the challenges of the post-Fisher landscape. This important volume shares information documented for the Fisher case and provides empirical evidence to help inform scholarly conversation and institutions' decisions regarding race-conscious practices in higher education. With contributions from scholars and experts involved in the Fisher case, this edited volume documents and shares lessons learned from the collaborative efforts of the social science, educational, and legal communities. Affirmative Action and Racial Equity is a critical resource for higher education scholars and administrators to understand the nuances of the affirmative action legal debate and to identify the challenges and potential strategies toward racial equity and inclusion moving forward.

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

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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.

In the spirit of models of argument starting with inquiry, this book starts with a question: What might it mean to teach argument in ways that open up spaces for change—changes of mind, changes of practice and policy, changes in ways of talking and relating? The author explores teaching argument in ways that take into account the complexities and pluralities young people face as they attempt to enact local and global citizenship with others who may reasonably disagree. The focus is foremost on social action—the hard, hopeful work of finding productive ways forward in contexts where people need to work together across difference to get something worthwhile done.

During the past few years, a nascent body of theoretical, conceptual, and empirical research in the field of higher education has emerged regarding transgender students, faculty, and staff. An exciting trend among some of this work is the use of critical and poststructural paradigms, data collection methods, and analytical tools through which to make sense of and articulate findings. In this special issue, authors push the boundaries of what is understood to be the queer theoretical canon. Additionally, they explore the experience of transgender people in higher education environments from methodological, theoretical, and empirical perspectives, foregrounding the recent scholarship, from some of the leading scholars in the field of higher education doing transgender-related research. This book was originally published as a special issue of International Journal of Qualitative Studies in Education.

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.

How the essential democratic values of diversity and free expression can coexist on campus. Safe spaces, trigger warnings, microaggressions, the disinvitation of speakers, demands to rename campus landmarks—debate over these issues began in lecture halls and on college quads but ended up on op-ed pages in the New York Times and the Wall Street Journal, on cable news, and on social media. Some of these critiques had merit, but others took a series of cheap shots at "crybullies" who needed to be coddled and protected from the real world. Few questioned the assumption that colleges must choose between free expression and diversity. In Safe Spaces, Brave Spaces, John Palfrey argues that the essential democratic values of diversity and free expression can, and should, coexist on campus. Palfrey, currently Head of School at Phillips Academy, Andover, and formerly Professor and Vice Dean at Harvard Law School, writes that free expression and diversity are more compatible than opposed. Free expression can serve everyone—even if it has at times been dominated by white, male, Christian, heterosexual, able-bodied citizens. Diversity is about self-expression, learning from one another, and working together across differences; it can encompass academic freedom without condoning hate speech. Palfrey proposes an innovative way to support both diversity and free expression on campus: creating safe spaces and brave spaces. In safe spaces, students can explore ideas and express themselves with without feeling marginalized. In brave spaces—classrooms, lecture halls, public forums—the search for knowledge is paramount, even if some discussions may make certain students uncomfortable. The strength of our democracy, says Palfrey, depends on a commitment to upholding both diversity and free expression, especially when it is hardest to do so.

Europe is a multi-ethnic society experiencing a rise of anti-immigration, racist, xenophobic discourses, and right-wing political rhetoric and movements proposing legislation to further solidify structural inequality and institutionalized systems of oppression that fuel educational inequities. Social Justice Education in European Multi-ethnic Schools brings together researchers in the fields of sociology and education to examine debates in multicultural education. Drawing on critical theory, the book takes an in-depth look at how these challenges are being addressed (or not addressed) in educational contexts and in the proposed framework of intercultural education adopted as a conceptual and educational framework by the European Union over the last two decades. The book begins with an analysis of the sociological models and theories of migration and their connection to multiculturalism and

interculturalism. It engages in the current debate between multiculturalism and interculturalism, bringing to light the "political rhetoric" that fueled narratives about the "failures" of multiculturalism, which ushered in the intercultural framework. It puts forth a critical analysis of interculturalism, linking it to neoliberalism, and policies of civic integration and the concept of govermentality. Advocating for a transformative framework informed in social justice education that aims to promote more equity in schools, it critically analyzes and discusses intercultural education, the pedagogical extension of interculturalism, as per the European documents highlighting its goals, pedagogies, tensions, and challenges. Social Justice Education in European Multi-ethnic Schools will be of great interest to academics, researchers, and scholars in the fields of intercultural, multicultural, and transformative education.

This book explores the potential of social media as a space for teaching and bringing about sustainable peace. Using cutting-edge research, the editors and authors analyze the fundamental transformations taking place in the digital and interactive public sphere, most recently with the advent of the 'post-truth' age and the impact of this upon young people's perceptions of 'friend' and 'foe'. Peace initiatives at almost every level recognize the importance of education for sustainable peace: this volume examines the opportunities emerging from these societal transformations for both formal and informal education. This book will appeal to students and scholars of social media, peace education and the post-truth age.

The aim of the text is to respond to gaps in an emergent discourse running along minority/majority world fault lines through various perspectives linking globalization, education and human rights.

Daryl G. Smith has devoted her career to studying and fostering diversity in higher education. She has witnessed and encouraged the evolution of diversity from an issue addressed sporadically on college campuses to a reality of the modern university experience. In Diversity's Promise for Higher Education, Smith brings together scholarly and field research relevant to the next generation of diversity work. The book argues that achieving excellence in a diverse society requires increasing the institutional capacity for diversity while simultaneously working to understand how diversity is tied to better leadership, positive change, research in virtually every field, student success, accountability, and more equitable hiring practices. To become more relevant to society, the nation, and the world while remaining true to their core missions, colleges and universities must continue to see diversityâ€"like technologyâ€"as central, not parallel, to their work. In Diversity's Promise for Higher Education, Smith proposes a set of clear and realistic practices that will help colleges and universities locate diversity as a strategic imperative and pursue diversity efforts that are inclusive of the variedâ€"and growingâ€"issues apparent on campuses without losing focus on the critical unfinished business of the past. In this edition, which is aimed at administrators, faculty, researchers, and students of higher education, Smith emphasizes a transdisciplinary approach to the topic of diversity, drawing on an updated list of sources from a wealth of literatures and fields. The tables have been refreshed to include data on faculty diversity over a twenty-year period and the book includes new information about gender identity, stereotype threat, student success, the growing role of chief diversity officers, the international emergence of diversity issues, faculty hiring, and implicit bias.

Take a holistic look at an intentional educational ecosystem that builds cultural competence, a critical skill college graduates need for careers and citizenship in a diverse global society. This monograph unpacks the multilayered meanings of cultural competence and offers a term, "diversity competence," that is more consistent with the broad spectrum of diversity learning outcomes that occur on campus. Drawing on the findings of a survey of recent college graduates now working as professionals, the monograph offers: leading-edge, integrative models that bring together the multidimensional components of the learning environment including curricular, co-curricular, and service learning, research-based factors contributing to a campus environment that encourages cultural competence, in-depth assessment and analysis of best practices, and concrete recommendations that offer a transformative pathway to the attainment of diversity competence in the undergraduate experience. This is the fourth issue of the 42nd volume of the Jossey-Bass series ASHE Higher Education Report. Each monograph is the definitive analysis of a tough higher education issue, based on thorough research of pertinent literature and institutional experiences. Topics are identified by a national survey. Noted practitioners and scholars are then commissioned to write the reports, with experts providing critical reviews of each manuscript before publication.

Education is a field sometimes beset by theories-of-the-day and with easy panaceas that overpromise the degree to which they can alleviate pressing educational problems. The two-volume Encyclopedia of Educational Theory and Philosophy introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice. Drawing together a team of international scholars, this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses. In addition to interpretations of long-established theories, this work offers essays on cutting-edge research and concise, to-the-point definitions of key concepts, ideas, schools, and figures. Features: Over 300 signed entries by trusted experts in the field are organized into two volumes and overseen by a distinguished General Editor and an international Editorial Board. Entries are followed by cross references and further reading suggestions. A Chronology of Theory within the field of education highlights developments over the centuries; a Reader's Guide groups entries thematically, and a master Bibliography facilitates further study. The Reader's Guide, detailed index, and cross references combine for strong search-and-browse capabilities in the electronic version. Available in a choice of print or electronic formats, Encyclopedia of Educational Theory and Philosophy is an ideal reference for anyone interested in the roots of contemporary educational theory.

Calling for inclusion and dialogue, these essays by an international group of feminist scholars and activists stress the need to put into relation seemingly discrepant approaches to reality and to scholarship in order to build coalitions across the usual North/South and East/West divides. This diverse group of authors, who spent fourteen weeks working collaboratively, dispense with unity and seek instead to use dialogue and difference in their production of knowledge about effective political action. The dialogues materialized here among women's movements that have emerged within different contexts and cosmologies take feminisms' challenges to contemporary corporate globalization in new empirical and theoretical directions.

Schooling for Critical Consciousness addresses how schools can help Black and Latinx youth resist the negative effects of racial injustice and challenge its root causes. Scott Seider and Daren Graves draw on a four-year longitudinal study examining how five different mission-driven urban high schools foster critical consciousness among their students. The book presents vivid portraits of the schools as they implement various programs and practices, and traces the impact of these approaches on the students themselves. The authors make a unique contribution to the existing scholarship on critical consciousness and culturally responsive teaching by comparing the roles of different schooling models in fostering various dimensions of critical consciousness and identifying specific programming and practices that contributed to this work. Through their research with more than 300 hundred students of color, Seider and Graves aim to help educators strengthen their capacity to support young people in learning to analyze, navigate, and challenge racial injustice. Schooling for Critical Consciousness provides school leaders and educators with specific programming and practices they can incorporate into their own school contexts to support the critical consciousness development of the youth they serve.

The essential guide to the theory and application of the Social Change Model Leadership for a Better World provides an approachable introduction to the Social Change Model of Leadership Development (SCM), giving students a real-world context through which to explore the seven C's of leadership for social change as well as a approaches to socially responsible leadership. From individual, group, and community

values through the mechanisms of societal change itself, this book provides fundamental coverage of this increasingly vital topic. Action items, reflection, and discussion questions throughout encourage students to think about how these concepts apply in their own lives. The Facilitator's Guide includes a wealth of activities, assignments, discussions, and supplementary resources to enrich the learning experience whether in class or in the co-curriculum. This new second edition includes student self-assessment rubrics for each element of the model and new discussion on the critical roles of leadership self-efficacy, social perspective, and social justice perspectives. Content is enriched with research on how this approach to leadership is developed, and two new chapters situate the model in a broader understanding of leadership and in applications of the model. The Social Change Model is the most widely-used leadership model for college students, and has shaped college leadership curricula at schools throughout the U.S. and other countries including a translation in Chinese. This book provides a comprehensive exploration of the model, with a practical, relevant approach to real-world issues. Explore the many facets of social change and leadership Navigate group dynamics surrounding controversy, collaboration, and purpose Discover the meaning of citizenship and your commitment to the greater good Become an agent of change through one of the many routes to a common goal The SCM is backed by 15 years of research, and continues to be informed by ongoing investigation into the interventions and environments that create positive leadership development outcomes. Leadership for a Better World provides a thorough, well-rounded tour of the Social Change Model, with guidance on application to real-world issues.

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