

Dialogue Across Difference Practice Theory And Research On Intergroup Dialogue

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 vitality, 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.

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 of higher education, and human and community settings. This edited volume provides a thoughtful and comprehensive overview of intergroup dialogue spanning conceptual frameworks for practice, and the theories behind them and presents them in the context needed to understand their strengths and weaknesses. In addition to this, the 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.

This guide offers current and future student affairs practitioners a new conceptual framework for identity-conscious and intersectional supervision. Presenting an original and transformative model to address day-to-day challenges, this book gives practitioners a strategic approach to engage in self-work, identity exploration, relationship building, consciousness raising, trust development, and organizational change, ultimately helping them become more adept at supervising people from a range of backgrounds and experiences. Chapters include theoretical underpinnings, practical tips, case studies, and discussion questions to explore strategies in real-life contexts.

Identity-Conscious Supervision in Student Affairs is a key tool for student affairs practitioners to effectively change systems of dominance and inequity on their campuses. This book explains 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.

Affirmative Action and Racial Equity

The Ethics of Listening

Civil Dialogue on Abortion

Deliberative Democracy in School, College, Community, and Workplace

Social Justice Advocacy in Practice

Transforming Societies Through Inclusive Leadership

Social Media as a Space for Peace Education

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.

The Routledge International Handbook of Working-Class Studies is a timely volume that provides an overview of this interdisciplinary field that emerged in the 1990s in the context of deindustrialization, the rise of the service economy, and economic and cultural globalization. The Handbook brings together scholars, teachers, activists, and organizers from across three continents to focus on the study of working-class peoples, cultures, and politics in all their complexity and diversity. The Handbook maps the current state of the field and presents a visionary agenda for future research by mingling the voices and perspectives of founding and emerging scholars. In addition to a framing Introduction and Conclusion written by the co-editors, the volume is divided into six sections: Methods and principles of research in working-class studies; Class and education; Work and community; Working-class cultures; Representations; and Activism and collective action. Each of the six sections opens with an overview that synthesizes research in the area and briefly summarizes each of the chapters in the section. Throughout the volume, contributors from various disciplines explore the ways in which experiences and understandings of class have shifted rapidly as a result of economic and cultural globalization, social and political change, and global financial crises of the past two decades. Written in a clear and accessible style, the Handbook is a comprehensive interdisciplinary anthology for this young but maturing field, foregrounding transnational and intersectional perspectives on working-class people and issues and focusing on teaching and activism in addition to scholarly research. It is a valuable resource for activists, as well as working-class studies researchers and teachers across the social sciences, arts, and humanities, and it can also be used as a textbook for advanced undergraduate or graduate courses.

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.

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.

The Pedagogical Potential of Online Networks

Cultural Diversity and Education

Leadership for a Better World

Encyclopedia of Educational Theory and Philosophy

Creating Space for Sustainable Dialogue

Campus Counterspaces

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.

Published in Association with src="https://styluspub.presswarehouse.com/uploads/a12fab3ad13e358e09e1f9c05231049d989baab6.jpg" data-bbox="17 277 280 282"/> and src="https://styluspub.presswarehouse.com/uploads/747aa07c3a67bed837371257e3e6bd7b7669e2b.jpg" data-bbox="17 277 480 282"/> 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.

Dialogue Across DifferencePractice, Theory, and Research on Intergroup DialogueRussell Sage Foundation

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 highest quality of education in 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.

Breaking the Zero-Sum Game

ASHE Higher Education Report, Volume 32, Number 4

Facilitating Change through Intergroup Dialogue

A Primer on Dialogue and Deliberation in Higher Education

Handbook of Multicultural Counseling

Practice, Theory, and Research on Intergroup Dialogue

Leading with Spirit, Presence, and Authenticity

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 governmentality. 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.

A one-stop source for scholars and advanced students who want to get the latest and best overview and discussion of how organizations use rhetoric While the disciplinary study of rhetoric is alive and well, there has been curiously little specific interest in the rhetoric of organizations. This book seeks to remedy that situation. It presents a research collection created by the insights of leading scholars on rhetoric and organizations while discussing state-of-the-art insights from disciplines that have and will continue to use rhetoric. Beginning with an introduction to the topic, The Handbook of Organizational Rhetoric and Communication offers coverage of the foundations and macro-contexts of rhetoric—as well as its use in organizational communication, public relations, marketing, management and organization theory. It then looks at intellectual and moral foundations without which rhetoric could not have occurred, discussing key concepts in rhetorical theory. The book then goes on to analyze the processes of rhetoric and the challenges and strategies involved. A section is also devoted to discussing rhetorical areas or genres—namely contextual application of rhetoric and the challenges that arise, such as strategic issues for management and corporate social responsibility. The final part seeks to answer questions about the book's contribution to the understanding of organizational rhetoric. It also examines what perspectives are lacking, and what the future might hold for the study of organizational rhetoric. Examines the advantages and perils of organizations that seek to project their voices in order to shape society to their benefits Contains chapters working in the tradition of rhetorical criticism that ask whether organizations' rhetorical strategies have fulfilled their organizational and societal value Discusses the importance of obvious, traditional, nuanced, and critically valued strategies such as rhetorical interaction in ways that benefit discourse Explores the potential, risks, paradoxes, and requirements of engagement Reflects the views of a team of scholars from across the globe Features contributions from organization-centered fields such as organizational communication, public relations, marketing, management, and organization theory The Handbook of Organizational Rhetoric and Communication will be an ideal resource for advanced undergraduate students, graduate students, and scholars studying organizational communications, public relations, management, and rhetoric.

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 legal and practical 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.

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 attended to the dialogue course, 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 videotaped 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.

Engaging Youth in Public Literacies

The Handbook of Organizational Rhetoric and Communication

Facilitating Intergroup Dialogues

Diversity's Promise for Higher Education

Creating Successful Multicultural Initiatives in Higher Education and Student Affairs

Cultivating Inclusive, Intersectional, and Authentic Conversations

Concepts, Methodologies, Tools, and Applications

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 marginalized 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.

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.

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 on 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.

Revised edition of Handbook of Social Work with groups, 2006.

Rethinking Cultural Competence in Higher Education: An Ecological Framework for Student Development: ASHE Higher Education Report, Volume 42, Number 4

And Other Dilemmas of Race, Admissions, and Meritocracy at Elite Universities

New Directions for Student Services, Number 144

Peacebuilding Online

Shaping Inclusive Workplaces Through Social Dialogue

Building Relationships and Transforming Systems

Routledge International Handbook of Working-Class Studies

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." This is more consistent with the broad spectrum of diversity literature. 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 er 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 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.

This book explores globally-informed, culturally-rooted approaches to dialogue in the classroom. It seeks to fill gaps in communication and education literature related to decolonizing dialogue and breaking binaries by decentering Eurocentric perspectives and providing space for dialogic practices grounded in cultural wealth of students and teachers. We first describe contextualized dialogue within the global impact of the COVID-19 pandemic, and share guiding concepts of inclusion, intersectionality, and authenticity in dialogue and pedagogy. We also distinguish dialogue from other practices and times in which dialogue may not be possible. The book brings fresh and urgent perspectives from authors across different disciplines, in studies, cultural studies, communication, family therapy, and conflict resolution. The chapters distill the idea of dialogue within contexts like a bible circle, university sculpture studio, trauma and peacebuilding program, and connect dialogue to teaching, learning, and emerging ideas of power disruption, in-betweenness, and relationality. Ashmi Desai is Assistant Professor of Conflict Management in the Department of Communication Studies at San Francisco State University, USA. As a community-based researcher, her teaching and research interests involve dialogic pedagogy, international and intercultural communication, conflict management tools and approaches, and representations of culture, home and belonging. Hoa N. Nguyen is Professor Emerita in the Department of Human Services at Valdosta State University, USA. Her teaching and research focus on dialogic practices, ethics, cultural humility, and social justice in family therapy.

This study takes the work of transforming violence and conflict online and offers insight into the practice of dialogue in virtual settings for collaborative 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 in that it explores the work 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 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 practices into online settings and provide a framework for linking practices to intended positive peace outcomes.

A study of the role of communication in the creation of a more just society

Global Perspectives on Dialogue in the Classroom

Identity-Conscious Supervision in Student Affairs

Attachment in Group Psychotherapy

Social Work in a Global Context

What's Transgressive about Trans* Studies in Education Now?

Issues and Challenges

The Diversity Bargain

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 Kachwala, 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 (Ratnes) 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 Jaelyn Rodríguez, Occidental College, Department of Psychology Andrea C. Rodríguez, School, 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 Vasquez-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 Zúñiga, University of Massachusetts at Amherst, School of Education

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.

Now available in paperback, the sixth edition of this definitive text provides students a strong background in the conceptual, theoretical, and philosophical issues in multicultural education from a leading authority and scholarly leader of the field—James A. Banks. In the opening chapter author Banks presents his well-known and widely used concept of Dimensions of Multicultural Education to help build an understanding of how the various components of multicultural education are interrelated. He then provides an overview on preparing students to function as effective citizens in a global world; discusses the dimensions, history, and goals of multicultural education; presents the conceptual, philosophical, and research issues related to education and diversity; examines the issues involved in curriculum and teaching; looks at gender equity, disability, giftedness, and language diversity; and focuses on intergroup relations and principles for teaching and learning. This new edition incorporates new concepts, theories, research, and developments in the field of multicultural education and features: A new Chapter 5, "Increasing Student Academic Achievement: Paradigms and Explanations" provides important explanations for the achievement gap and suggests ways that educators can work to close it. A new Chapter 7, "Researching Race, Culture, and Difference," explains the unique characteristics of multicultural research and how it differs from mainstream research in education and social science. A new Chapter 14, "Principles for Teaching and Learning in a Multicultural Society" contains research-based guidelines for reforming teaching and the school in order to increase the academic achievement and social development of students from diverse racial, ethnic, cultural, language, and gender groups. A new Appendix—"Essential Principles Checklist"—designed to help educators determine the extent to which practices within their schools, colleges, and universities are consistent with the research-based findings described in the book.

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 Student-Service-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' practice frames 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.

Handbook of Social Work with Groups, Second Edition

The Experience of Neoliberal Education

Considering the Fisher Case to Forge the Path Ahead

Dialogue Across Difference

Foundations, Curriculum, and Teaching

Pedagogy of Vulnerability

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.

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. The twentieth century 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.

The end of the world is not a new idea. It has been a recurring theme in human history. This book explains how understanding listening ethics can ultimately promote better dialogue. The twentieth century witnessed not only the devastation of war, conflict, and injustice on a massive scale, but it also saw the emergence of social psychology as a discipline committed to addressing these and other social problems. In the 21st century, however, the promise of social psychology remains incomplete. We have witnessed the reprise of authoritarianism and the endurance of institutionalized forms of oppression such as sexism, racism, and heterosexism

across the globe. Edited by Phillip L. Hammack, The Oxford Handbook of Social Psychology and Social Justice reorients social psychology toward the study of social injustice in real-world settings. The volume's contributing authors effectively span the borders between cultures and disciplines to better highlight new and emerging critical paradigms that interrogate the very real consequences of social injustice. United in their belief in the possibility of liberation from oppression, with this Handbook, Hammack and his contributors offer a stirring blueprint for a new, important kind of social psychology today.

Intergroup Dialogue in Higher Education: Meaningful Learning About Social Justice

The Oxford Handbook of Social Psychology and Social Justice

Social Justice Education in European Multi-ethnic Schools

Bridging Differences, Catalyzing Change

Making It Work

A Volume in the International Leadership Association Series, Building Leadership Bridges

Addressing the Goals of Intercultural Education

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 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 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 sociology to 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 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.

Attachment theory is influencing how we understand interpersonal relationships and how psychotherapy can help facilitate change for those struggling in relationships. More recently, researchers and clinicians have applied attachment theory to group treatment, one of the most effective forms of psychotherapy to address interpersonal relationships. Attachment theory bridges between attachment theory and contemporary approaches to group treatment. In addition to applying attachment theory to innovative treatments, each chapter addresses a specific way in which attachment impacts the members' capacity for empathy and perspective taking; the development of cohesion in the group; the aut interactions; members' ability to tolerate diversity; and the leaders' capacity to foster safety within the group. This book will help group leaders gain a richer understanding of attachment theory and attachment based techniques that will ultimately benefit their groups. This book was originally published as a special issue of the International Journal of Intergroup Dialogue. 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 twelve to eighteen students from two or more social identity groups over a sustained period of time. Students in intergroup dialogue explore the impact of discrimination, power, and privilege; and find ways of working together toward greater inclusion, equality, and social justice. Intergroup dialogue is offered as a cocurricular activity on some campuses and as a course or part of a course on others. The practice of intergroup dialogue is considered a substantive and meaningful way to build the knowledge, commitment, and skills essential for living and working in a diverse yet socially stratified society. The research evidence supports the promise of intergroup dialogues to meet educational goals: consciousness raising, building relationships across differences and conflicts, and strengthening individual and collective capacities. This book outlines the theory, practice, and research on intergroup dialogue. It also offers educational resources to support the practice of intergroup dialogue. Addressing faculty, administrators, student affairs personnel, students, and practitioners, this volume is a useful resource for anyone implementing intergroup dialogues in higher education. This book is part of the Jossey-Bass report series ASHE Higher Education Report Series. Each monograph in the series is the definitive analysis of a tough higher education problem, 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 critical reviews of each manuscript before publication.

The purpose of this text is to elicit discussion, reflection, and action specific to pedagogy within education, especially higher education, and circles of experiential learning, community organizing, conflict resolution and youth empowerment work. Vulnerability itself is not a new term within education; however the pedagogical imperative of vulnerability is an educational discourse and underexplored in practice. This work builds on that of Edward Brantmeier in Re-Envisioning Higher Education: Embodied Pathways to Wisdom and Transformation (Lin, Oxford, & Brantmeier, 2013). In his chapter, "Pedagogy of vulnerability: Definitions, assumptions, and application," he outlines a set of assumptions about vulnerability that readers find the complicated, risky, reciprocal, and purposeful nature of vulnerability, particularly within educational settings. Creating spaces of risk taking, and consistent mutual, critical engagement are challenging at a moment in history where neoliberal forces impact so many realms of formal teaching and learning. Within this context, the text asks: In a classroom or a community, imagine as possible and their ability to implement these kinds of pedagogical possibilities is an urgent conundrum worth exploring. We must consider how to address these disconnects: advocating and envisioning a more holistic, healthy, forward thinking model of teaching and learning. How do we create curricula that address vulnerability, where educators and students are compelled to ask questions just beyond their grasp? How can we all be better equipped to ask and answer big, beautiful, bold, even uncomfortable questions that fuel the heart of inquiry and perhaps, just maybe, lead to a more peaceful and just world? A collection of reflections, case studies, and research on vulnerability is a starting point for this work. The book itself is meant to be an example of pedagogical vulnerability, wherein the authors work to explicate the most intimate and delicate aspects of the varied pedagogical journeys, understandings rooted in vulnerability, and those of their students, colleagues, clients, even adversaries. It is a work of vulnerability.

Engaging Difference, Social Identities and Social Justice

Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications

Dialogue and Enabling Positive Peace

Intergroup Dialogue

Argument as Dialogue Across Difference

Black and Latinx Students' Search for Community at Historically White Universities

Understanding the Social Change Model of Leadership Development

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 approaches to socially responsible leadership. From individual, group, and community values to the mechanisms of social 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.

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.

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.