TO: UNDERGRADUATE EDUCATIONAL POLICIES COMMITTEE
FROM: ETHNIC STUDIES PROGRAM
RE: PROPOSAL FOR A CERTIFICATE OF ACHIEVEMENT IN INTERGROUP DIALOGUE AND INTERACTIVE THEATER
DATE: JANUARY 15, 2013

1. Executive Summary

The Ethnic Studies Program proposes two new concentrations within the Ethnic Studies minor for undergraduate students at Saint Mary’s College. The proposal enhances Saint Mary’s capacity to provide transformational learning experiences by institutionalizing two innovative pedagogical initiatives—Interactive Theater (IT) and Intergroup Dialogue (IGD)—under a formal, 5-course concentration within the existing Ethnic Studies minor program. Offered through the Ethnic Studies Program, the proposed concentrations will:

• Promote civic engagement and personal growth.
• Promote collaboration between student affairs and academic affairs and the larger community
• Contribute to specific goals of the college’s strategic plan and institutional values
• Achieve learning goals in our new core curriculum
• Establish a sustained academic program that assists in addressing re-occurring social conflicts on campus

The minor concentrations require students to complete a series of five courses over two years that culminates with a minor in Ethnic Studies with a concentration in EITHER 1) Interactive Theater OR 2) Intergroup Dialogue. Intergroup Dialogue courses provide a theoretical understanding of how power, privilege and oppression work in social systems to perpetuate social injustice and discrimination. Students learn to facilitate structured dialogues that break through cultural barriers and increase civil communication on campus and societal issues. Interactive Theater is a dynamic means of impacting behavior and breaking down social barriers. It combines academic study with live demonstrations on campus issues. Students discuss theories of oppression and privilege, study “Theatre of the Oppressed” games for building community, and create short plays that directly address and seek to resolve problems through the lens of social justice.

Pieces of the proposed concentrations currently exist as experimental and January Term courses that have been offered over the last few years. We propose to institutionalize these efforts in the Ethnic Studies curriculum and also to recognize students’ leadership in social justice and inclusion by allowing them to earn a minor with a specific academic and skills-based concentration.

Existing IT and IGD courses have been designated as achieving the college’s new core curriculum learning outcomes in the areas of American Diversity, the Common Good and Community Engagement. The proposed academic certificate program will advance the following goals of the Academic Blueprint:
1. Promote ethical decision making, problem solving and communication skills
2. Develop leadership that advances social justice
3. Support curriculum development on diversity and inclusion
4. Promote innovative pedagogical and curricular initiatives
5. Increase perceived relevance of coursework to post-graduate goals

2. Statement of Program Need, Background, and Benefits

In February 2008, investigations by the Western Association of Schools and Colleges concluded that attitudes of superiority based on race, class, gender, ethnicity, and religion pervaded the campus and had led to various forms of discrimination, verbal abuse, and social conflicts. WASC’s subsequent Notice of Concern described a “lack of sustained attention to creating a supportive environment” and warned that the College’s accreditation would be in jeopardy unless these issues were addressed. In response, Saint Mary’s set Inclusive Excellence as an institutional goal and created the College Committee for Inclusive Excellence (CCIE).

Saint Mary’s College had already begun offering an introductory course for students to engage in intergroup dialogues annually in 2007 during the January Term. In 2011 the College added an advanced IGD course. Average class size has exceeded 20 students. These students have facilitated dialogues on issues of personal and social responsibility not only in campus classrooms (through FYAC) and residence halls but also for middle school students in Oakland and Berkeley, CA. They have presented workshops at the last two meetings of the National Conference on Race and Ethnicity in Higher Education, and will present at the annual conference of the Center for Transformative Learning in November, 2012.

Saint Mary’s College began offering an annual course on interactive performance (IT) techniques and concepts in 2009, with average enrollments of 15-20 students. IT students have carried out numerous ensemble performances, class presentations, and skits illustrating diversity-based scenarios on campus and engaging audiences in real-life problem-solving. The instructor presented a poster session entitled “Using Interactive Theatre on a Social Justice Campus” at AAC&U’s November 2011 conference on “Arts and Humanities: Toward a Flourishing State.”

Establishing a minor in Ethnic Studies with these concentration options will create a clear pathway for IT/IGD students to grow intellectually, socially, and personally. It will empower them to identify and address ongoing campus climate concerns. In addition, students in the these programs can work in the community, creating partnerships with, and serving as resources for, other schools, agencies and groups who wish to explore issues of social justice through the means of Interactive Theater and/or Intergroup Dialogue. As noted above, such activities have already taken place.

The current IT and IGD courses have attracted students from a variety of majors, including Communication, Psychology, Sociology, Business Administration, Politics and Engineering. Students report that these courses and experiences improve their communication skills, their presentation skills, and their ability to work with a partner as well as in a diverse team. They have gained insight into their own personalities and work/learning styles and learned...
how to capitalize on their strengths and build new skills in areas of challenge, all while serving the campus and greater community.

This academic minor will be useful to students in any field of study and will help to prepare them for success after college, given the increasingly diverse world in which we live and work. The active learning pedagogies of IT and IGD integrate theoretical coursework with hands-on activities that actively engage other students. The programs teach concrete skills that are applicable to personal relationships as well as community and professional work for social justice and positive social change. In a recent survey, 89% of employers said they wanted colleges to place more emphasis on communication skills, 71% wanted more emphasis on intercultural competence, and 70% wanted greater emphasis on creativity and innovation [Hart Research Associates, 2010. Raising The Bar: Employers’ Views On College Learning In The Wake Of The Economic Downturn. Washington, DC]. Patty Bishop, Director of the Career Center states “Professions that might be particularly attracted to someone with this type of certificate include: Human Resources, Management, Operations, Client Services, Diversity Officers, Non-profit Advocates, Teaching, Sales and Marketing, and Counseling, to name but a few.”

Responsible citizenship requires understanding about diversity and inequality, democratic arts, ethical self-reflection, and the ability to apply knowledge to solve complex social problems. Students in the program will empower their fellow students to identify and address campus climate concerns through various campus programs (as mentioned above through FYAC, Residence Life, etc.) and other workshops that promote greater self-awareness and a deeper appreciation of self and others. Both IT and IGD use a strengths-based approach that empowers students to address issues of injustice in their communities—whether on or off campus. They learn about conflict resolution, equitable distribution of social resources and opportunities for the common good and fair treatment of members of society. Participation in these workshops will increase students’ social capital and social trust, which in turn will increase tolerance for and ability to work productively with those with different viewpoints. [cf. Gurin, P., Nagda, B. and Sorensen, N. 2011. “Intergroup Dialog: Education for a Broad Conception of Civic Engagement.” Liberal Education, 97:2, Spring, 2011, pp. 46-51]

Saint Mary’s College students report being disturbed by tensions arising from lack of civility and attitudes of superiority based on race, class, gender, ethnicity, and religion, as consistently reported in our bi-annual Campus Climate Survey, though these have begun to improve over recent years. Such disturbances interfere with academic and social performance and may also lead to withdrawal from the college. This proposal unites academic and student life areas to help students respond directly to these issues. The minor’s five-course curriculum heightens understanding of the relationship between students’ personal experiences on campus and societal conflicts based on discrimination, stereotyping, oppression, and bias; it shows them how academic disciplines can help them work towards respect and inclusion in a diverse world; and it inculcates principles of social justice. Reflection on one’s personal growth as a learner and practitioner is built into the curriculum. As they model these skills in on-campus workshops, they help their fellow students to develop similar skills, contributing to their personal efficacy and improving the campus climate. The development of intra-personal and interpersonal skills also increases students’ self-esteem and sense of belonging on campus and fosters a greater commitment to positive social change. National research from the Higher Education Research
Institute (HERI) and the National Survey of Student Engagement (NSSE) shows that these factors are also related to retention of students over four years.

The minor with concentration will be noted on the student’s transcript as other minors are. These programs will enhance the reputation of the College as a center for social justice work. Saint Mary’s will be the only college in the Bay Area that offers such minors (though there are similar minors and certificate programs offered at other schools; see Appendix A).

All courses will be housed in the Ethnic Studies program, increasing students’ understanding of diversity within the U.S (as well as beyond), and their understanding of the historical, social, economic, and political bases for injustice and inequality. Since the courses are not limited to those who wish to complete the certificate, they will also enhance offerings available to all students.

History of Interactive Theater (IT). In 2009, CCIE recognized the potential for Interactive Theater as a means to enable faculty, students, staff and administrators to address social conflicts as they arise and funded a proposal submitted by Professor Armando Rendón in the amount of $4,000. That exploratory grant led to the inception of IT workshops in fall 2010 carried out by a student troupe in various campus venues; participants have reported very positive results. The IT model is uniquely effective because in addition to academics, it offers an interactive praxis - live demonstrations - that can affect participants in a profound, life-changing way. By observing and/or taking part in dramatizations of actual conflicts that have occurred on our campus, participants often learn to empathize in a new way with others and to take personal responsibility for effecting change. The IT model assumes that any community can work together to identify, strategize and take steps to solve their own social conflicts. Everyone within the Saint Mary’s community benefits from working, teaching and studying in an environment where trust and mutual respect abound.

IT workshops have already been offered in various venues on campus including during Faculty Day in August since 2009, the Weekend of Welcome held the week before the fall semester begins for all new, incoming students, and for various other service program units. The staffs of these units have expressed how pleased they and their students have been with the effects of the workshop—interaction with their peers was extraordinarily effective. Because IT is conceived in such a way as to be flexible and pertinent depending on the people involved and the issues they identify, the program is applicable virtually to any situation. In other words, IT affords a “stage” for differences to be understood and addressed, an important step toward resolving misunderstanding and mistrust.

History of Intergroup Dialogue (IGD). Somewhat similarly, the history of the Intergroup Dialogue program (IGD) began six years ago, when the former Celebrating Diversity Committee provided funding for some faculty and staff to attend the Intergroup Dialogue Train-the-Trainers program offered through the University of Michigan (the flagship university in creating campus-based Intergroup Relations programs – see Appendix A). At that time, Mary McCall (Psychology), Reid Davis (Performing Arts), Br. Michael Avila (Theology and Religious Studies), and Lisa McRipley (then Director of the Delphine Intercultural Center) attended the three-day training at the University of Michigan. When they returned, Mary McCall and Lisa McRipley designed and co-taught the first Introduction to Intergroup Dialogue course at the
College, offered during January Term. Since then, Reid Davis and Ynez Wilson-Hirst have taught that same January Term introductory course for years. In 2011 during January Term, Mary McCall and Corliss Watkins offered the first Advanced IGD course: Intergroup Dialogue Facilitator Training. In January 2012, both the Introduction to IGD and the IGD Facilitator Training courses were offered.

From last year’s cohort of 25 students who took the Facilitator Training course, 10 have remained active, facilitating in various venues across campus, including First Year Advising Cohort (FYAC) classes, first and second-year residence halls, with Resident Advisors, and in other courses, when requested by faculty. The 2012 January course had 23 students, several of whom expressed interest in continuing to facilitate dialogues once the course was over. To assist in that effort, Ethnic Studies 002 (.25 credit) was offered in the spring of 2011 and 2012 as the academic home for the ongoing training and debriefing of students who remain active in facilitating dialogues across campus. In addition, two of the students from last year have provided dialogue facilitation for after-school programs for middle-schoolers in Oakland and Berkeley.

**THE PROPOSED MINOR IN ETHNIC STUDIES WITH A CONCENTRATION IN INTERGROUP DIALOGUE OR INTERACTIVE THEATER**

After researching several schools that have similar programs, we have designed a sequence of courses that draws upon these other programs but are fashioned to address SMC goals and concerns. Similar to other undergraduate minor programs (including our own) - which range between 4 and 6 courses, including some kind of praxis (see Appendix A) - our proposed certificate program requires 5 semester credits:

1. one lower division introductory course in Ethnic Studies (open to any students)
2. one lower division introductory course in Creating Community (combined course for IT and IGD minors, though open to anyone)
3. one upper division course in the area of concentration (IT or IGD)
4. one upper division praxis course and
5. a final upper division capstone course that integrates theory and praxis in the chosen concentration.

Recognizing that there is overlap between the theoretical foundations of IT and IGD and recognizing limited resources, we have requested that the Introductory course, Creating Community, be team-taught. The rationale for that is attached in Appendix B. All other courses will be combined with those students seeking a concentration in Intergroup Dialogue OR Interactive Theater, but will be taught by one faculty member. Given our experiences in teaching these courses, we believe that such combined introductory work will create a larger cohort of students who understand both approaches and can also work collaboratively when needed. The first offering of the new experimental introductory course (Ethnic Studies 050 – Creating Community) in Fall 2012 has enrolled 18 students.

By their nature, IT and IGD draw on a broad range of disciplines so it is appropriate that they are currently housed in the School of Liberal Arts. Both programs entail theoretical approaches (that can be imparted and examined critically in a classroom setting) and praxis (practical activities that can be carried out and reflected upon in informal, even impromptu,
venues), which require the academic rigor of full credit courses. The IT course has been offered through the Performing Arts department, and has already received approval for the new Core Curriculum, under the Artistic Understanding learning goal. The Introductory and Advanced IGD courses that have been offered through January Term have now secured UEPC approval to be offered experimentally during the regular semester through the Ethnic Studies Program. Both courses are to be offered as Experimental for AY 2012-2013 before permanent approval is sought for the following year, 2013-2014. We will be submitting them for approval for American Diversity and Common Good core designations this fall.

All of these courses will have Ethnic Studies designation and can also be cross-listed with other appropriate departments (e.g., Performing Arts for IT and Communication or Psychology or Sociology for IGD). This is the model at other universities, which maximizes students’ abilities to meet their academic requirements in an efficient manner.

Below is a chart laying out the sequence of courses for each concentration and the options that students will have for completion of these courses. Ethnic Studies 001 is currently offered during both semesters, so students should have no problem enrolling in this course. Note that the Introductory course (Creating Community - combining IGD and IT) would be offered both each fall and during January Term, so that students have two opportunities to complete the first required course. The first upper division course for each Certificate would be a distinct course (ES 150 and ES 155), and then the last two upper division courses (Praxis and Capstone) will be combined again so that resources are most efficiently utilized (one professor will teach the combined Praxis and Capstone courses).

**PLAN FOR MINOR WITH CONCENTRATION IN INTERACTIVE THEATER OR INTERGROUP DIALOGUE**

[**Since Ethnic Studies 001 is offered ever term, we have not included it here in the overall sequence of other course offerings.**]

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<th>FALL, YEAR ONE</th>
<th>JANUARY TERM</th>
<th>SPRING, YEAR ONE</th>
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<td>CREATING COMMUNITY: INTRODUCTION TO BUILDING A SOCIALLY JUST SOCIETY (ES 50)**</td>
<td>OPTION AVAILABLE FOR STUDENTS TO TAKE INTRODUCTION TO INTERGROUP DIALOGUE IN JAN TERM (IN SUBSTITUTION FOR FALL COURSE) AS PREREQUISITE FOR SPRING TERM ADVANCED COURSE</td>
<td>THEATER FOR SOCIAL CHANGE: INTERACTIVE THEATER TROUPE -- (ES 150/PERFA 150) [existing course]</td>
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<td><strong>Joint class for Interactive Theater and Intergroup Dialogue Students – [approved as experimental course for Fall, 2012]</strong></td>
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<td><strong>OR</strong> ADVANCED INTERGROUP DIALOGUE: PEER FACILITATION TRAINING (ES 155) [course offered through</td>
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The introductory combined course will focus on readings and discussion to increase students’ theoretical and applied understanding of:

1. social justice principles,
2. the relationship between broad societal conflicts (discrimination, stereotyping, oppression, religious bias, etc.) and the personal experiences to be found on campus, and
3. how various academic disciplines can help understand human interaction and work towards respect and inclusion in a diverse world.

As noted above, the ES 050 class would be the introductory course for BOTH students interested in IT and IGD. This course would be team-taught so that students gain the benefit of both teachers. For the advanced courses in the spring of the first year of the program, students will choose to take either the Advanced IT course or the Advanced IGD course. Each of these courses will provide the student with the skills necessary to move into the Praxis and Capstone courses in the next year. The Praxis and Capstone courses will again be combined courses, so that students can learn from each other and share their experiences of putting their theory and training into practice both on and off-campus.

**FALL, YEAR TWO**

**CREATING COMMUNITY: PRAXIS IN BUILDING A SOCIALLY JUST SOCIETY (ES 157)**

**Joint class for Interactive Theater & Intergroup Students**

**SPRING, YEAR TWO**

**CERTIFICATE CAPSTONE IN INTERACTIVE THEATER OR INTERGROUP DIALOGUE (ES 159)**

**Joint class for Interactive Theater and Intergroup Dialogue Students**

We are modeling the course sequence for IGD on the University of Michigan program, where students take the introductory course, then the Advanced Facilitator Training course, and then engage in praxis of some sort. In the Michigan model students are prepared to co-facilitate topic-specific, .25 credit “dialogues” for other students on topics such as racism, sexism, classism, religious privilege, etc. These .25 topical dialogues are offered each semester (depending on the felt need of the campus or the expressed interest of student facilitators) and any student can sign up for them and receive the .25 credit, repeatable for different topics.

At Saint Mary’s, students who have gone through the Advanced Facilitator course, will have several options for engaging in the Praxis of IGD. They may co-facilitate workshops as part of the new Connect program that will be required for new first-year students through the Intercultural Center, or they may choose to co-facilitate one of the new .25 credit topical “dialogues” course in the fall or spring term of their second year of the Certificate. Some students in our Praxis course (Fall of their second year) may choose to do their praxis in the community outside of Saint Mary’s. This allows maximum choice by the students to pursue their particular interest in facilitating. Whichever option they choose, they would enroll for the upper
division ES 157: Creating Community: Praxis in Building a Socially Just Society. For students pursuing the Certificate in Interactive Theater, they, too, would enroll in ES 157 and conduct their praxis in IT either on campus and/or in the greater community.

In the spring of their second year of the Certificate program, all students would enroll in the Capstone course, where they would design, implement and evaluate their own program, in the context of the theories of social justice education and the particular topic they are addressing either in Intergroup Dialogue or in Interactive Theater.

**Anticipated Learning and Praxis Outcomes:**

While the learning and praxis outcomes for the completed minor concentrations are listed below, we also note that many of these outcomes are the same outcomes for the program in Ethnic Studies, which is why that program is the most appropriate place to host these certificates. Nevertheless, any of the first three certificate courses will be open to any student who might be interested in taking them, and earning either Ethnic Studies credit, or cross-listed credit in related departments (such as Performing Arts, Sociology, etc.).

**Certificate Learning Outcomes:**

A.  *Theoretical and Academic Understanding Outcomes*
1. Analyze the relation between social diversity and structures of power in the U.S.
2. Explain how structures of power and inequity may affect the human person.

B.  *Personal and Interpersonal Development Outcomes*
3. Evaluate and discuss the personal strengths and challenges that one brings to social justice work.
4. Accurately assess and articulate (in oral and written form) perceptions about self and others.

C.  *Understanding of Social Justice and the Common Good*
5. Identify and analyze factors that contribute to social justice in communities
6. Analyze concrete social problems resulting from the misuse of power
7. Articulate an analysis of how a just social order can be achieved
8. Articulate the role of the individual in creating socially just communities

D.  *Social Justice Education Skill Development and Praxis*
9. Design and implement educational interactions with people from different social identity groups
10. Effectively use communication methods to create a safe space for addressing difficult topics
11. Effectively communicate to diverse audiences how culture affects social identities

E.  *Integration of Theory and Praxis*
12. Apply academic methods and theories to promote collaboration in a community setting
13. Present one’s growth over the course of the certificate program as a learner and a practitioner
14. Reflect critically on one’s participative and facilitation experiences

ISSUES OF IMPLEMENTATION:

The program will require administrative oversight for coordination of workshops, budget maintenance, interaction with numerous other units on campus, proposal development, coordination of off-campus (outreach) activities, etc. Thus, the program needs a coordinator, office facilities and support. Dean Woolpert has agreed that the Ethnic Studies program can provide for these functions, and the coordination most likely will be conducted by a faculty member appointed to Ethnic Studies, accountable to the Director of Ethnic Studies. This placement in an academic program allows for a coherent flow of oversight and direction of the Certificate program. In the proposed sequences below, the course department and number are listed Ethnic Studies (ES).

Existing and New Courses:

Currently, Ethnic Studies 001 is offered regularly, as noted before and is already part of course allocations to the program. The new combined introductory course is taught during January Term, as is the Advanced IGD course, though the co-teacher for the Advanced IGD course is the Assistant Director of the Intercultural Center, so it will not be a traditionally team-taught course. Moving these into the regular term makes them “new courses” in the sense that they now would come out of the overall pool of undergraduate courses, rather than the Jan Term course allocation, but not new in terms of the content having been previously approved by the January Term committee. At this point, we are seeking approval by UEPC for their offering during the regular semester term. The Advanced IT course currently exists in Performing Arts and would continue to be cross-listed with PERFA after it is newly listed in Ethnic Studies.

The Praxis and Capstone courses are new courses and thus would also become part of the overall undergraduate course allocation pool. All of these new courses have the support of Steve Woolpert, SOLA Dean, and Richard Carp, Vice-Provost for Undergraduate Academics, as well as Beth Dobkin, Provost (see attached letters).

Given the enthusiasm for the courses in the past, it is anticipated that there will be adequate enrollment in these courses; they will also expand options for students in many majors, in that they have been approved or will be submitted for multiple core designations of American Diversity, Common Good, and Community Engagement.

In this application packet, we have provided syllabi for all courses (whether existing or new), so that the UEPC members can see the progression of theory and praxis over the course of the Certificate Program. We also include letters of support from the administrators named above. We look forward to discussing this proposal with our colleagues on UEPC.