

Clashes Over Citizenship: Webinar Series on Promoting Learning, Listening, and Engagement

Webinar #1: From Fractious Differences to Engaged Dialogues

October 13, 2016 from 3:00–4:00 p.m

Chat and Q&A participation

Chat

person: Emphasizing how important the humanities are in helping people live civilly with and appreciate others.

person: How can I use texts to help challenge my international students' ideological framework and invite them to question their cultural values and assumptions.

Alfred Mueller: How do we model mature, professional discussion of issues in a culture that seems to love a "talking heads" dramatizing issues model?

Season: How might humanities (or loss of) help us cultivate (lose) empathy for others

David Bodary: How can I help students to understand and practice civil discourse in this highly contentious political

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David Bodary: How can I help students to understand and practice civil discourse in this highly contentious political environment?

Benjamin Rifkin: The past year was a time of conflict on many campuses. How can we help different community members to engage in civil discourse about contentious issues in a broader context in which many prominent figures in our culture are modeling uncivil discourse?

Melanie: desire to learn how facilitate civil dialogue among students and raise their awareness and understanding of others experiences

Seth Pollack: How to help overcome disgust with the current political process. AND, how to help students acquire skills to listen and learn across difference.

Kerry Hasler-Brooks: How can I promote active, humble, and generative listening practices in my classes and across campus as a sharp counter to the pejorative and aggressive rhetoric surrounding so much citizenship debate today?

Thomas C. Longin: The apparent inability of American citizens to engage in civil discourse about challenging and controversial issues, critical to the future of our democratic republic.

Rosemary Talmadge: How do we help faculty and staff to become more proficient and comfortable in leading and facilitating difficult dialogues across differences - in and out of the classroom?

Adam Gismondi, IDHE: How do we balance the tension between: Our needs/desires to embrace free speech & welcoming learning environments for all students?

Lydia French: Hi all from Houston Community College in Houston, TX. I was drawn to this topic as an advocate for Latino/a Studies in a diverse, urban college, where there is an entrenched reticence about engaging in explicit political and civic discourse.

Beth Wright: How to take the conflict and incivility in today's headlines and make education happen.

Jan: Perpetuating civil discourse/dialogue at a time when it seems to be lacking at the national level and in social media

Jennifer Hudson: How can we facilitate civil dialogue not only within the humanities, but also in the STEM disciplines? In other words, what can the humanities teach STEM and how can we work toward STEAM?

Yolanda Moses: How can we concretely link issues of diversity, democracy and citizenship?

669561: The concept of "democracy" started with a privileged 'few' educated 'men' in Athens..... has this really changed as it seems that people use their "rights of citizenship" not necessarily for the common good but for their own personal reasons/gains...

Jennifer Hudson: How can we facilitate civil dialogue not only within the humanities, but also in the STEM disciplines? In other words, what can the humanities teach STEM and how can we work toward STEAM?

Jennifer Hudson: love Parker Palmer! Just finished reading Let Your Life Speak.

Marika: Is there any accessibility for this presentation? I am deaf and I need an interpreter or captions.

669561: I am a dual citizen -- never really feel that I 'belong' to one or the other country. (Barbara Kondilis)

Beth Wright: I lived with my life partner for 30 years and raised two children before I was allowed to marry her.

Alfred Mueller: I lived in an area of the country that was inimical to Catholics, to the point where my neighbor would not allow his child to play with mine simply because we are Catholic

Marika: My father is deaf and Hungarian. He was almost denied because he was deaf. His mother had to bribe the soldiers to get across to America

Melanie: when my dad who graduated at the top of his class with masters in teaching was continually overlooked by school districts hiring personnel

Liz Sturm: most sides of my family have been in the US for centuries so yes, like Palmer, it does seem to be an always there- an unearned right.

Pauline Tobias: As an international student, citizenship was denied and selective. As a dual; citizen now, I am not sure where I belong anymore.

669561: When my parents came to the U.S. it was selective citizenship, different times (60s)

Season: Mostly for me a privilege; but I've experienced discrimination (selection, maybe?) due to an invisible illness and gender discrimination

Rosemary Talmadge: My grandmother came to America from Naples, Italy and struggled to learn English and become a full citizen in the U.S.

David Bodary: When my great grandparents first arrived they struggled mightily as they didn't speak the language, had no money and their boat and belongings literally sank in the harbor. Not the sort of challenge that others here have faced but always good to remember we are all immigrants to this country. I now am privileged in ways I sometimes don't recognize.

Yolanda Moses: I remember a powerful story of experiencing first hand as a high school student from California, who had to use a restroom in the south in 1968 that said "colored" on it. I was in shock. This was the part of the U.S. where both of my parents came of age!

Hannah Rivera: Citizenship is a privilege for me...but I have seen my Hispanic family experience discrimination due to language barriers leading to difficulty in communicating their opinions and perceptions.

Kerry Hasler-Brooks: I have certainly experienced gender discrimination in my family, faith community, and academia.

David Bodary: "Riot is the language of the unheard" Those words speak volumes to explain so many current events throughout the US now.

Jennifer Hudson: My grandmother came from the Acadian Peninsula in New Brunswick, Canada, and she spoke both English and French and my grandfather came by boat from Naples, Italy. Not sure if he knew the language already or had to learn it. They were both poor, but they still didn't face the kind of discrimination that others have.

669561: I was taken aback from a comment a friend's boyfriend gave me last year when I said my son is also a 'dual citizen' even though he was born overseas.... I think the guy forgets that I pay taxes in BOTH countries..... maybe if I mentioned that he wouldn't feel that I am somehow 'draining' the modern American system.

Season: I'd like to see faculty focus on medium as much as message in their daily lives for a whole host of teaching/learning situations--beyond what we're discussing specifically today.

Kerry Hasler-Brooks: I agree completely.

669561: I like the idea of the Youtube Channel content as helpful post-event with recommendations.

David Bodary: EOF?

Kathie: Our campus designed dialogue sessions for the first time last year with mixed success. Some feedback indicated that those participating as a forced requirement for a class showed fewer gains. Yet we require all first year students to participate in an interdisciplinary common read that has been successful for years. I am curious how others structure these important dialogues on their campuses

Pauline Tobias: How do you engage faculty at large research universities to be part of the conversation on citizenship and democracy in and outside the classroom?

Melanie: when personal stories are shared

Rosemary Talmadge: Dialogues on religious diversity that included students, faculty and staff on campus as well as the surrounding community in Queens

Benjamin Rifkin: For me it's always far more productive to have the engagement on contentious issues before conflict emerges on campus: to bring people together to discuss the issue before people become enraged. It seems that once the rage hits it is hard to campus community members to back away from rage to a position of respectful listening.

Erin Payseur: Public Deliberation has been a valuable framework for us in engaging these issues and providing a space for respectful conversation across difference. It is in direct contrast to the dominant adversarial and confrontational models.

David Bodary: National Issue Forums available through the Kettering Foundation are a great option. Many topics are available and make discussions pretty easy to get going. <https://www.nifi.org/>

Alfred Mueller: We have multiple classes read a common book, invite a speaker to campus to address the central issue of the book, video the presentation, and then make assignments based on the book and the presentation in the various classes. The last event focused on the death penalty. We invited to campus a man who had been freed from death row through DNA evidence.

Kerry Hasler-Brooks: I love the "lightning talk" model that has emerged from tech and digital humanities conferences. By putting together a large number of speakers - be they students, faculty, or community members - who have distilled their ideas or research into very distilled (often 2 minute) mini-speeches, we have access to a much fuller and rich conversation.

Aristippus: Perhaps aiming to organize events as a sort of organized package presenting different views on a contentious topic, such as, e.g., the obligations of citizenship?

669561: We developed a co-curricular requirement called "Politis" (meaning 'citizen' in Greek) where students first engage in an activity -- currently humanitarian as we have many refugees (legal and illegal) -- and based on both self-reflections and then in-class dialogue through courses like "Developing the Global Citizen" we discuss many issues from plain 'citizenship' to 'dual citizenship' and we use the Morais & Ogden model to start with on "Global Citizenship" (Hellenic American University, Athens, GR)

669561: I meant 'digital citizenship' which is also another hot topic around the world -- are we truly engaged or simply in iconic chat-rooms?

CSU Chancellor's Office: We have found the book, *Difficult Conversations: How to Discuss What Matters Most* as a great resource

Rosemary Talmadge: An initiative called *Beyond Sacred: Re-thinking Muslim Identity in America* that included dialogues in the community and on campus, a play developed and presented by Muslims of very different backgrounds, and incredible photographs of Muslim colleagues, students by our photography students

David Bodary: My campus also uses "invitational speeches" in the public speaking classroom. These speeches introduce topics and then include time for class discussion facilitated by the student speaker. These speeches require a bit more time but are a powerful alternative to debate some other public speaking options. For additional ideas see Foss and Griffin, 1995. <http://www.sonjafoss.com/html/Foss21.pdf>

Adam Gismond, IDHE: For anyone looking for resources on facilitating difficult civic & political dialogues, our office actually just put out a packet for this -- maybe some of you would find it useful? <http://activecitizen.tufts.edu/wp-content/uploads/FacilitatingPoliticalDialoguesWorkshop.pdf>

Kerry Hasler-Brooks: "People leave with more questions than they started with." An approach that insists on discussion and conversation. Nice

Hannah Rivera: Inclusive dialogues on important topics hosted in the familiar course setting/format allow students to feel comfortable and empowered in expressing and questioning opinions and perceptions. (Hellenic American University, Athens, GR)

Q&A Session

David Bodary: Question for the panelists: What mistakes can you help us avoid based on your experiences?

pam blvins: Will the chat be available to read/print later?

Amanda: How important would you say it is for people to understand concepts and terms such as "Microaggression", "Intersectionality", and "White Supremacy"?

Melanie: Tips for facilitating dialogue when things heat up?

Karen Dean: How do you set up classroom dialogues so students engage, versus sit quietly?

Season: Amanda, I teach privilege first--and for a significant amount of time. I have mostly white students who are mostly privilege and I find that we must deal with that "elephant" to use the earlier term to be able to have an honest discussion about people who don't have the same privilege-experiences they might know.

Adam Gismondi, IDHE: this was what I had typed: : How do we balance the tension between: Our needs/desires to embrace free speech & welcoming learning environments for all students?

David Bodary: Appreciate the idea of groundrules. introducing those it is a teachable moment for sure.

GC 150: Have you used any surveys or other instruments to determine what your students/community want to dialogue about/wicked problems that matter in your community?

Helping create space when community members can speak their authentic truth while still maintaining a sense of community

Q&A section: With the focus in community colleges being on workforce development coupled with providing students with basic skills how do you infuse civic engagement especially with a study body of students work and/or taking care of families?

Q&A section: How can we facilitate civil dialogue not only within the humanities, but also in the STEM disciplines? In other words, what can the humanities teach STEM and how can we work toward STEAM?

Q&A section: (Wasn't sure if this went to the chat box or this Q&A box...): How do we balance the tension between: Our needs/desires to embrace free speech & welcoming learning environments for all students?

Whoops, I think some people wrote questions in the chat box - including myself - instead of here.

Q&A section: How do you assess the success of your programs?

Q&A section: Do you often use Roberts Rules of Order in helping with more difficult and challenging dialogues? this may involve something like a "round robin" which is helpful tool but one needing to be learned by non-US audiences

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Rosemary Talmadge: Thanks to all the panelists - and a question for Jason. I love the idea of a dialogue series. How are these connected to faculty and work going on in the classroom?

Stephanie Reynolds: Thanks for a great webinar!

Adam Gismondi, IDHE: thanks for organizing this!

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Season: I agree... if we can read the chat later, that would be useful. I enjoyed the webinar/talk. Thank you.

Sherryl McLaughlin: This was great learning!

Aristippus: Thanks everyone. It's been an interesting webinar.

Jason Zelesky: Rosemary - we are just starting this process. We have faculty who are trained and they are connecting that training to their classrooms. The ball is ROLLING!

669561: Great start, thanks for this!

M Nesbitt: Thank you so very much for this webinar

John Soltes: I have selected all, copied and pasted - and it worked. I can send around copies to AAC&U.

Karla: Thank you!

Kathie: We also experienced great turn-out. Students and Faculty alike seem to be hungry for these discussions

Hannah Rivera: Thank you!

Kerry Hasler-Brooks: Thank you.

Kathie: Thanks, looking forward to the rest of the series

Amanda: Thank you and see you next time!

Benjamin Rifkin: Thank you to presenters and participants for great ideas and suggestions.

Liz Sturm: Thanks!

Melanie: what book was the first Parker Palmer quote from?

Pauline Tobias: Thank you for organizing this webinar.

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Pauline Tobias: Thank you for organizing this webinar.

Adrienne McGraw: Thank you for quoting the inspirational TTW!

Wendy Bolyard: Thank you!

Kathleen Goodyear: Thanks very much!

David Bodary: Thanks all! Bye

Yolanda Moses: Thank you. It was great and inspiring.

Caryn McTighe Musil: Parker Palmer's Healing the Heart of Democracy

Q&A section: Do you often use Roberts Rules of Order in helping with more difficult and challenging dialogues? this may involve something like a "round robin" which is helpful tool but one needing to be learned by non-US audiences

Q&A section: I just want to take a moment as we wrap up to thank all of you for a great webinar. You've given me a lot of ideas and helped me remember some things I've done that fit the model that you've been describing.

Q&A section: Will the entire chat be available to read/print?