

SW 657
Multicultural, Multilingual Organizing

Barry Checkoway
Spring Summer 2012

Course Description

This course examines multicultural, multilingual organizing as a process that simultaneously recognizes differences in groups and builds bridges across boundaries that separate them. It analyzes core concepts of practice, major models and methods, and perspectives on change in areas that are becoming more segregated and more diverse.

The course develops knowledge of process steps and practice skills, e.g., formulating strategy, assessing communities, organizing constituencies, building coalitions, preparing change agents. It includes content on linguistic diversity, increasing dialogue, organizing against hatred, and using social media.

The course enables students to become more aware of their own social identities, identities of others that are different from themselves, and roles of change agents working with groups according to gender, race, ethnicity, class, sexual orientation, and other characteristics. Emphasis is placed on increasing involvement of traditionally underrepresented groups in economically disinvested and racially segregated areas.

Course Objectives

Upon completion of the course, students will be able to:

- Understand core concepts of multicultural, multilingual organizing in a diverse democratic society.
- Develop knowledge of process steps and practice skills, e.g., e.g., formulating strategy, assessing communities, organizing constituencies.
- Critically analyze case studies and lessons learned from empirically-based practice.
- Assess their own social identities and the identities of others that are different from themselves.
- Identify issues of underrepresented groups in economically disinvested and racially segregated areas.
- Examine questions of ethics and values arising in the field.

Course Design

Responsibilities include readings, participation in discussions, written assignments, and individual and group exercises related to course objectives. Resource persons will address selected topics.

Relationship to Curricular Themes

Multiculturalism and Diversity: Students will identify ways in which multicultural organizing can address race, ethnicity, class, gender, age, sexual orientation, and other forms of stratification of inequality.

Social Justice and Social Change: Emphasis is placed on how multicultural organizing can strengthen social change and social justice with diverse populations.

Promotion, Prevention, Treatment, and Rehabilitation: The course will focus on how to prevent social problems and promote healthier communities rather than to take the frequent common curative model approach

Behavioral and Social Science Research: Relevant research and best practices from diverse social science disciplines and professional fields will contribute to understanding of empirically-based practice.

Social Work Ethics and Values

The NASW *Code of Ethics* establishes responsibility for social workers to engage in socially-just political action addressing the needs of diverse and disadvantaged populations.

Course Schedule

<u>Session</u>	<u>Date</u>	<u>Topic</u>
1	May 7	Opening
		Social Identity and Community Organizing
2	May 14	Core Concepts I
3	May 21	Core Concepts II
	May 28	Memorial Day
4	June 4	Multicultural Neighborhood Development
5	June 11	Multilingual Communications
6	June 18	Organizational Change Strategies
8	June 25	Building Bridges Between Communities
		Facilitating Intercultural Dialogue
9	July 2	Organizing Against Hatred
	July 4	Independence Day
10	July 9	Social Media for Social Justice
11	July 16	TBA
12	July 23	Learning Gallery

Reading List

Concepts and Issues

What is Community Organizing? Michael Brown You Tube at

www.youtube.com/watch?v=VULCMmmQAHA

Websites of Southern Echo, and Center for Third World Organizing

Rivera, F.G. & Erlich, J.L.(1998). *Community Organizing in a Diverse Society*. Boston: Allyn & Bacon, Chapter 1, Appendix, and 4 other chapters.

Checkoway, B. (2007). Community change for diverse democracy. *Community Development Journal* 42, 1-12.

Gutierrez, L., Alvarez, A., Nemon, H., & Lewis, E. (1996). Multicultural community organizing: A strategy for change. *Social Work* 41, 501-508

Mattesich, P. & Monsey, B. (2001). *Community Building: What Makes It Work? A Review of Factors Influencing Successful Community Building*. St. Paul: Amherst J. Wilder Foundation, Chapters 1-3.

Pacheco, E. (2005). *Leading With Diversity: Cultural Competencies for Teacher Preparation and Professional Development* at

www.alliance.brown.edu/pubs/leading_diversity/lwd_racethnicity.pdf

NASW Code of Ethics, Preamble at www.socialworkers.org/pubs/code/code.asp

Multicultural Neighborhood Development

Oldenburg, Ray (1991). *The Great Good Place: Cafes, Coffee Shops, Community Centers, Beauty Parlors, General Stores, Bars, Hangouts, and How They Get You Through the Day*. New York: Marlowe & Company, Chapters 1,2.

Eng, D. (2010) *Multicultural Communities Across the United States*, at

<http://www.frontdoor.com/buy/multicultural-communities-across-the-united-states/56082>

Sandercock, L. (2003). *Towards Cosmopolis II: Mongrel Cities of the 21st Century*. London: Continuum, Chapter 6, skim.

Checkoway, B. (2011). Multicultural participation in an Israeli neighborhood. *Community Development Journal* 46, 42-56.

Website of Dudley Street Neighborhood Initiative

Multilingual Communications

Verbal and Nonverbal Communications, at faculty.buffalostate.edu/smithrd/UAE%20Communication/Unit2.pdf

Matsumoto, D. (2006). Culture and nonverbal behavior. In Manusov, V., & Patterson, M., eds. *Handbook of Nonverbal Communication*, at www.davidmatsumoto.com/content/Matsumoto%20Chapter%2012%20Pages%20from%20Manusov%20II%20Proff-14.pdf

Delpit, L. (2006). *Other People's Children: Cultural Conflict in the Classroom*. New York: The New Press, Part 1.

Bilingual Education: A Goal for All Children - Rethinking Schools
www.rethinkingschools.org/special_reports/bilingual/Edit152.shtml

Precious Knowledge | Documentary Film | Independent Lens | PBS. View trailers and talkbacks on Arizona ethnic studies ban, at www.pbs.org/independentlens/precious-knowledge/

Organizational Change Strategies

Hardcastle, D., et al. (2011). *Community Practice: Theories and Skills for Social Workers*. New York: Oxford University Press, Chapter 9.

Tropman, J. *Notes on Making Meetings Work*, at <http://people.uncw.edu/bartht/PLS%20507/Class%20Notes%20on%20How%20to%20Present%20Like%20a%20Pro/507meetnotes.htm>

Payne, N. (2007). *Effective Multi-Cultural Meetings* at www.culturology.com/articles/effectivemeetings.htm

Chambers, R. (2002). *Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities*. London: Earthscan.

Chesler, M., et al. (2005). *Challenging Racism in Higher Education: Promoting Justice*. New York; Rowman & Littlefield Publishers, Chapter 3.

Banks, J.(n.d.). *Stages of Multicultural Curriculum Transformation* at <http://www.edchange.org/multicultural/curriculum/steps.html>

Covey, S.(n.d.). *7 Habits of Highly Effective People* at www.quickmba.com/mgmt/7hab/

Youth and Young Adults of Color Multicultural Leadership School, at <http://www.uua.org/re/youth/identity-based/color/158493.shtml>

Building Bridges Between Communities

Coalition Building I: Starting a Coalition. *Community Tool Box* at http://ctb.ku.edu/en/dothework/tools_tk_1.aspx

Coalition Building II: Maintaining a Coalition. *Community Tool Box* at /en/tablecontents/sub_section_tools_1058.aspx

Multicultural Collaboration. *Community Tool Box* at http://ctb.ku.edu/en/tablecontents/sub_section_main_1177.aspx

Warren, M.R. (2001). *Dry Bones Rattling: Community Building to Revitalize American Democracy*. Princeton: Princeton University Press, Chapter 5.

Oakes, J. & Rogers, J. (2006). *Learning Power: Organizing for Education and Justice*. New York: Teachers College. Chapter 8.

Lepischak, B. (2004). Building community for Toronto's lesbian, gay, bisexual, transsexual, and transgender youth. *Journal of Gay & Lesbian Social Services* 16, 81-98.

Facilitating Intercultural Dialogue

Checkoway, B. & Aldana, A. (2012). *Four Forms of Youth Civic Engagement for Socially-Just Diverse Democracy*. Ann Arbor: School of Social work, University of Michigan.

Zuniga, X. et al. (2007). *Intergroup Dialogue in Higher Education: Meaningful Learning about Social Justice*. San Francisco: Jossey Bass, pp. 9-38.

Maxwell, K.E., et al. eds. (2011). *Facilitating Intergroup Dialogues: Bridging Differences, Catalyzing Change*. Sterling: Stylus Publishing, xv-xxi.

Checkoway, B. (2009). Youth civic engagement for dialogue and diversity at the metropolitan level. *The Foundation Review*, 1, 41-50.

Organizing Against Hatred

Chesler, M. & Crowfoot, J. (1979). The Concept of the Enemy: Reflections on the Strategic Use of Language. In V. Suransky, et al., eds., *Paulo Freire in Ann Arbor*. Ann Arbor: School of Education, University of Michigan.

Portsmouth City Council. (2011). *Racist Incidents in Schools: Guidelines for Reporting and Dealing with Racist Incidents*. Portsmouth, England: Author, at www.portsmouth.gov.uk/media/CSY_racistincidentsschool.pdf

Carrier, J. (2012). *Ten ways to Fight Hate: A Community Response Guide*. Montgomery: Southern Poverty Law Center. www.splcenter.org/get-informed/publications/ten-ways-to-fight-hate-a-community-response-guide

Children's March, YouTube at www.youtube.com/watch?v=yk_n-C5S8g4

Stories of Students Organizing against Bullying. National Bullying Prevention Center at <http://www.pacer.org/bullying/nbpm/runwalkroll/>

Websites of Southern Poverty Law Center and Anti Defamation League

Media Organizing for Social Justice

Ito, M. (2008). *Living and Learning with New Media: Summary of Findings from the Digital Youth Project*. Chicago: MacArthur Foundation at <http://digitalyouth.ischool.berkeley.edu/files/report/digitalyouth-WhitePaper.pdf>

Everett, A., ed. (2007). *Learning Race and Ethnicity: Youth and Digital Media*. Cambridge: MIT Press.

Websites of New Organizing Institute and Detroit Digital Justice Coalition, at Detroit digital justice coalition <http://detroitdjc.org/> and <http://alliedmedia.org/>

Assignments

Assignment 1

Write a paper in which you describe the social identity or social identities that are most salient to you at the present time, an example of how they have played out for you, why they are the most salient, and how you think that they contribute to your philosophy. At the end, list a few organizations or agencies that emphasize your identity.

Assignment 2

During the semester, each student – as an individual or in a group – will help lead off discussion of a guiding question related to the readings, for illustrative example:

- What are the competencies of multicultural leaders? Based upon your observation a multicultural leader, or the competencies taught by online training programs, what should leaders know?
- Using a multicultural lens, observe an organizational or community meeting and discuss how meetings might be made more multicultural.
- If you wanted to form and facilitate a group according to multicultural principles, what would it be?
- What are some ways that for a school or community to respond to a hate incident, e.g., bullying, racist graffiti.
- If you wanted to employ online organizing to strengthen digital justice across segregated areas, what initiatives would you propose?

Assignment 3

There is evidence that in-class or online quizzes on the readings can contribute to student learning. During the semester, there will be a few in-class or online quizzes.

Assignment 4

Write a paper in which you use a multicultural lens to analyze a community organization or social agency, and propose a strategy for strengthening multiculturalism in the organization, for a paper and presentation. The paper can come from an individual or a small team of 2-3 students.

As part of the assignment, submit a one-page proposal which you describe the organization, what you want to learn, sources of information, and how you will gather

the information.

The group might distinguished by ability, age, class, color, culture, ethnicity, family structure, geography, gender, marital status, national origin, race, religion or spirituality, sex, sexual orientation, or other characteristics.

Learning Gallery

At the last session, bring one object or artifact that represents the culmination of your learning from the class and make a 5 minute presentation for discussion. This can focus on any aspect of learning or take any form, e.g., poster, video, artwork, collage. This can come from an individual or group.

Class Participation

Class participation is good for everyone. It might include involvement in discussions, group leadership, volunteering, arranging a day at the ropes course, or other activities.

Participation requires regular attendance, coming to class on time, preparation and engagement in class discussions, and submission of assignments on scheduled dates unless arranged in advance. “Showing up” is itself not participation in the course. Absence from class might result in lowering your grade.

Course Readings

Most course readings are available on CTools. Please check CTools to confirm their availability and contact the instructor if anything is awry.

Books are available for purchase at Common Language Bookstore 317 Braun Court, Kerrytown, Ann Arbor.

On-Line Resources

There are various on-line resources which are relevant for your work in the course, including Comm-Org and Community Tool Box.

Paper Revision Policy

You may revise and resubmit any paper for reevaluation until the last session. Papers are due on assigned dates without extension, unless prearranged with the instructor. All papers in the course should be submitted in hard copy.

General Guidelines for Papers and Presentations

1. Make a specific point. Express what you think.
2. Quality and depth of analysis of information and ideas, and relevance to the topic.

3. Appropriate use of and reference to empirical evidence, as well as their variety and range.
4. Quality of presentation, e.g., introduction, logical sequencing, conclusion.
5. Use of proper grammar and professional presentation of material.
6. Level of effort expressed in written work.

Class Climate

We want to create a climate in which everyone can experiment with new ideas or skills; explore their own cultural competencies and their implications for social and political action; consult with others on assignments and projects; and identify areas for future learning.

Electronics

Using laptops for taking notes is acceptable, but using them for other purposes is distracting to others. Please turn off your telephone and pager, unless there is an emergency.

Academic Integrity

We will follow the Student Code of Academic and Professional Conduct in the School of Social Work Student Handbook. Web resources on academic integrity developed by the University's Center for Research on Learning and Teaching can be found at their website.

Disabilities Statement

If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

Religious Observances

Please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

Contacting the Instructor

My e-mail is barrych@umich.edu, my office is 3840 SSWB, and my home telephone is 734.668.0117. I am available through e-mail, telephone, and by appointment. I want to get to know you, and hope that you will arrange a time when we can talk early in the semester.

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Information Form

Name:

Address:

E-Mail:

Telephone:

UM program:

Professional goal:

Interest in course topic:

Community experience:

Community with which you identify or care about, e.g., place, group, cause.

Something that will help me get to know you better: