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

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**Reading List**

**Concepts and Issues**

What is Community Organizing? Michael Brown You Tube at [www.youtube.com/watch?v=VULCMmmOAHA](http://www.youtube.com/watch?v=VULCMmmOAHA)

Websites of Southern Echo, and Center for Third World Organizing


**Multicultural Neighborhood Development**


Website of Dudley Street Neighborhood Initiative

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


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


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


Facilitating Intercultural Dialogue


Organizing Against Hatred


Children’s March, YouTube at [www.youtube.com/watch?v=yk_n-C5S8q4](http://www.youtube.com/watch?v=yk_n-C5S8q4)


Websites of Southern Poverty Law Center and Anti Defamation League

**Media Organizing for Social Justice**


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 on 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.
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: