Social Work 799-004
Mini-Course: Understanding Diversity and Social Justice through Dialogue

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Course Description:
This course is designed to give students a foundation in the awareness and knowledge for understanding diversity and social justice issues through dialogue. In particular, students will engage in multicultural group interactions and develop skills for peacefully resolving conflict that may emerge due to cultural misunderstandings or oppressive dynamics. The topics of this course include social identity group development; difference and dominance and the nature of social oppression; our personal and interpersonal connections to power, privilege, and oppression; understanding and resolving conflicts or resistance; methods of dialoguing and coalition building across differences; and the application of dialogue in multicultural settings.

Course Design:
This class will strive to foster a learning environment where each student can reflect critically on their beliefs and perspectives and where our multiple perspectives can be understood, respected, and critically examined. This course will involve mini-lectures, video, and participation in dialogue-like exercises. Additionally, this course will provide a forum to critically examine how our multiple identities shape our beliefs, assumptions, behaviors, and life experiences. Special attention will also be given to assess how our social identities and different experiences with oppression enhance or hinder our work with diverse populations.

Course Objectives and Guidelines for Learning:
Upon successful completion of this course, students will be better able to:

1. **Demonstrate personal dialoguing skills around issues of multiculturalism and oppression.** Students will learn how to engage in dialogue with others about cultural diversity and social justice across our differences, using respectful and inquisitive forms of active listening, self-reflection, and critical consciousness. Special attention will be given to learning how to discuss the difficult issues of stereotypes, prejudices, conflicts, and the pain we experience because of oppression when it is most difficult to engage in these discussions.
2. **Demonstrate knowledge of multiple identities and the diversity within identities.**
   Students will develop a clear understanding of multiple social identities (i.e., race, class, gender, sexual orientation, religion, age, ability status, age), as well as an understanding of the many ways that our multiple identities intersect to create remarkably diverse identity groups (e.g., being an able-bodied woman of color, a Christian Latino gay male, a disabled white man).

3. **Understand dynamics of difference and dominance.** Students will understand what the dynamics of difference and dominance/oppression are (e.g., systems of inequity and inequality, power and status differences, and relative differences in power/privilege or oppression), and how they impact human functioning and social relations within and across diverse groups. In addition, students will understand how structural differences in society are shaped by historical, psychological, social, and political factors.

4. **Ongoing development critical consciousness and understanding its implications for social work practice.** Awareness of how the beliefs, feelings, and behaviors that emerge from our multiple identities (and their corresponding experience with dominance or oppression) enhance or hinder our abilities to work with diverse and disenfranchised groups. Students will also become more aware of the oppressive assumptions, biases, and prejudices that they hold towards other groups or their own group (internalized oppression), and how these influence their interactions with others, through conscious and unconscious beliefs, assumptions, emotions and behaviors.

5. **Recognize that this learning is continuous.** Develop methods for continuing this life long process of recognizing our biases, learning how to change our oppressive behaviors, and building a more socially just multicultural society.

**Grading/Course Requirements:**

This is a Pass/Fail, 1-credit, course. Students will be graded on the assignments described below. The following guidelines and descriptions are intended to help you meet the expectations for the assignments.

**Assignment 1. Attendance and Participation (50%)**

Attendance and participation in all class sessions are critical for the learning process in this course. For this reason, students are expected to attend all class sessions. Exceptions will only be made for extreme circumstances. There will be no make up for missed class sessions.

**Readings**

Reading resources will be provided in class and through the C-tools site.

**Additional C-Tools Readings**

**Day 1.**

Dessell Intergroup Dialogue
In addition, you will benefit greatly from purchasing the following text which provides insights into facilitating around social justice issues. It is a fantastic resource that I promise you will refer to again and again in the future.


I recommend the following text, which is a good accompaniment to the text above.


Assignment 2. **In-Class Dialogue Reflection (50%)**

A 3-5 page reflection of your experience will be turned in by April 18, 2013. The self-assessment should include your own critical assessment of your learning in the course. This assessment should also include a personal account of your learning, reactions to the class exercises, discussions, readings, with special attention given to how your identities and knowledge/experience around oppression may be shaping your reactions and learning process.

All written assignments should be carefully proofread for typos and clarity of content. A paper with lots of errors is difficult to read is not acceptable. All assignments should be double-spaced, using 12-point font, no less than 1-inch margins. You should turn in all written assignments on time. Exceptions will only be made for extreme circumstances. If you expect that you are going to be late turning in an assignment, let me know as soon as possible so I can plan accordingly.

**Daily Schedule & Course Outline**

This course is structured to provide opportunities for us to engage with activities and readings designed to stimulate dialogue and increase our consciousness related to power issues.
Friday, March 22

8:30-9:00 Introductions and Course Overview
9:00-10:00 Exercise – Concentric Circles
10:00-10:45 Mini-lecture: Culture and Identity
10:45-11:00 Break
11:00-12:00 Common Ground Activity
12:00-1:00 Lunch
1:00-1:45 Defining Dialogue
1:45-2:30 Landing Activity
2:30-2:45 Break
2:45-4:15 Conflict and Resistance
LARA
4:15-4:30 Debrief/Questions

Saturday, March 23

8:30-9:00 Opening/Review
9:00-10:30 Exhibit Museum Visit- Race: Are we so different?
10:30-10:45 Break
10:45-12:00 Debrief
12:00-1:00 Lunch
1:00-2:30 Dialogue
2:30-3:00 Debrief
3:00-3:15 Break
3:15-4:00 Social Justice and Action
4:00-4:30 Questions and Closing

Other Suggested Readings


Porter, L. Giving and receiving feedback; It will never be easy, but it can be better. Reading book for human relations training (pp. 42-45).


Collins, Patricia Hill Toward a Politics of Empowerment New York : Routledge 2000

Reed, Beth G Interpersonal practice beyond diversity and toward social justice: The importance of critical consciousness Needham Heights, MA Allyn & Bacon 1997

Gender
Feinberg, Leslie Are you a guy or a girl? Boston, MA : Beacon Press
Lombardi, Emilia L Gender Violence: Transgender Experiences with Violence and Discrimination 2001
McPhail, Beverly T Questioning Gender and Sexuality Binaries: What Queer Theorists, Transgendered Individuals, and Sex Researchers Can Teach 2004
Neevel, Neeve "Amy" Me Boy 2002
New, Caroline Oppressed and Oppressors? The Systematic Mistreatment of Men 2001

Sexual Orientation
Conley, Terri D Mistakes That Heterosexual People Make When Trying to Appear Non-Prejudiced: The View from LGB People 2001
Maran, Meredith Bi as I wanna be (with apologies to Dennis Rodman)
Patrick, EJ Bi: We're not confused 2000/2001 Dec/Jan
Rust, Paula C Rodriguez Bisexuality: A Contemporary Paradox for Women 2000

Religion/Spirituality
Christian privilege: Breaking a sacred taboo (Resources)
Boal, Mark Muslim students feel the backlash 2001
Bullock, K. The Hijab Experience of Canadian Muslim Women 1998
Dalrymple, William Islamophobia 2004
Mulrine, Anna Escape from the Taliban 2001

Ability
Gallagher, Hugh What the Nazi "euthanasia program" can tell us about disability oppression 2001
Schriner, Kay Disability and institutional change: A human variation perspective on overcoming oppression 2001

Class
Megivern, Deborah Supposed to know better: On accepting privilege Belmont, CA : Thomson Brooks/Cole 2005

Social Action
Hirsch-Dubin, Phoebe Web guide for social justice sites Santa Barbara, CA : Center for Teaching for Social Justice
Parsons, Talcott The Role of Ideas in Social Action Glencoe, IL : The Free Press 1954
Williamson, Marianne Mystical Politics New York : Touchstone 2000
Jones, C. Gardener’s Tale (Resources)