Course Description

This course is designed to increase knowledge and understanding of diversity and social justice through dialogue, including race, ethnicity, class, gender, religion, sexual orientation, age, ability status, and the intersections among social identity groups.

It emphasizes dialogue as a method for recognizing differences, resolving conflicts, and bridging boundaries that separate people in societies that are becoming more segregated and more diverse.

Topics include social identity development; privilege and power; stereotypes and stereotyping; conflict styles and emotional triggers; building alliances and coalitions across differences; and dialogue as a vehicle for multicultural organizing and social justice.

Course Objectives

1. Understand core concepts of diversity, dialogue, and social justice;

2. Recognize social identity and intersections among identity groups as forces in society;

3. Develop knowledge of skills for intergroup dialogue and dialogue facilitation; and

4. Analyze intergroup dialogue as a basis for multicultural organizing in areas that are segregated and diverse.

Course Design

Responsibilities include readings, discussions, experiential exercises, and written assignments due after the class sessions.
Course Outline

Day 1

- Social justice education
- Facilitators and practitioners
- Social identity inventory
- Facilitation skills
- Conflict styles and emotional triggers
- Listen, affirm, respond, add (LARA)
- Reflective practice

Day 2

- Applied dialogue in context
- Segregation and diversity as forces in society
- Multicultural organizing and community change
- Steps in the process
- Making action plans
- Neighborhoods as solutions
- Other topics to be identified
Course Assignment

Formulate a plan for strengthening social justice through intergroup dialogue among young people of diverse social identities in metropolitan Detroit, an area which is becoming more segregated and more diverse.

Metropolitan Detroit is among the nation’s most segregated metropolitan areas. Overall, the city is more than 85 percent African-American, and the suburbs more than 85 percent white.

Segregation dominates, although there are small areas of diversity. Community members take pride in the varieties of diversity, not just race and ethnicity, but also class, religion, sexual orientation and other identities.

However, segregation and diversity also create issues in schools and communities. There are growing disparities between suburban and neighborhood schools and, within schools, students perceive discrimination and teachers are unprepared to handle incidents in classrooms.

Young people are aware of diversity and discrimination, and want to communicate with others who are different from themselves. They have attitudes toward diversity which are different from earlier generations, and know that intercultural skills are needed to succeed in today’s world. They want to increase dialogue and create change, but are usually unsure how to proceed.

Write a paper in which you formulate a plan for strengthening social justice through intergroup dialogue among teenage youth of different social identities in “segregated and diverse” metropolitan Detroit.

“Planning” is a process which enables people to set a goal and take the steps or organize the activities needed to accomplish it. It can include a “program” – e.g., intergroup dialogue program, intergroup community action program – but a program alone is not a process.

Your paper should use and refer to empirical evidence drawn from actual school or community situations, such as research publications, interviews in your field placement, case studies, best practices, or websites, e.g., Youth Dialogues on Race and Ethnicity in Metropolitan Detroit, Michigan Youth and Community Program, Program on Intergroup Relations, Southern Poverty Law Center, Anti-Defamation League.

5-7 pages, due June 7, with copies to barrych@umich.edu and rogerf@umich.edu
Formulate a strategy for strengthening social justice through intergroup dialogue among young people of diverse social identities in metropolitan Detroit, an area which is becoming more segregated and more diverse.

Metropolitan Detroit is among the nation’s most segregated metropolitan areas. Overall, the city is more than 85 percent African-American, and the suburbs more than 85 percent white.

Segregation dominates, although there are small areas of diversity. Community members take pride in the varieties of diversity, not just race and ethnicity, but also class, religion, sexual orientation and other identities.

However, segregation and diversity also create issues in schools and communities. There are growing disparities between suburban and neighborhood schools and, within schools, students perceive discrimination and teachers are unprepared to handle incidents in classrooms.

Young people are aware of diversity and discrimination, and want to communicate with others who are different from themselves. They have attitudes toward diversity which are different from earlier generations, and know that intercultural skills are needed to succeed in today’s world. They want to increase dialogue and create change, but are usually unsure how to proceed.

Write a paper in which you formulate a strategy for strengthening social justice through intergroup dialogue among teenage youth of different social identities in “segregated and diverse” metropolitan Detroit.

Your paper should use and refer to empirical evidence drawn from actual school or community situations, such as research publications, interviews with resource persons or community leaders in your field placement, case studies, or websites, e.g., Youth Dialogues on Race and Ethnicity in Metropolitan Detroit, Michigan Youth and Community Program, Program on Intergroup Relations, Southern Poverty Law Center, Anti-Defamation League.

5-7 pages, due June 7, with copies to barrych@umich.edu and rogerf@umich.edu
Illustrative Resources

What is Community Organizing? Michael Brown You Tube at www.youtube.com/watch?v=VULCMmmQAHA


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


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


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