

**Social Work 799-006**

**Mini-Course: Understanding Diversity and Social Justice through Dialogue**

**Instructors:**

<b>Catalina Ormsby, MPA</b>	<b>Relando Thompkins, MSW, LLMSW</b>
Associate Director UROP and Adjunct Lecturer in Social Work	Student Affairs Specialist SPH and Intermittent Lecturer in Social Work
(E-mail: <a href="mailto:acormsby@umich.edu">acormsby@umich.edu</a> ) Office: 1190 USB, Phone: 734-615-9000	(e-mail: <a href="mailto:relando@relandothompkins.com">relando@relandothompkins.com</a> )

**Fall 2014**

**Location: B760 SSW**

**Course Description:**

This course is designed to increase students awareness, knowledge, and understanding of issues related to diversity and social justice, including race, ethnicity, class, gender, religion, sexual orientation, age, ability status, and the intersections between these social identity groups. Additionally, students will gain an understanding of dialogue as a method for peacefully resolving conflict that may emerge due to cultural misunderstandings or oppressive dynamics, as well as skills for effectively engaging in dialogue. The topics of this course include social identity 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; the process of dialogue and coalition building across differences; and its applications in multicultural social work 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

Nagda Bridging Difference

CH 1-3 Teaching for Diversity and Social Justice

Bohm, David, Donald Factor, Peter Garrett Dialogue: A proposal. Retrieved from: ([http://www.david-bohm.net/dialogue/dialogue\\_proposal.html](http://www.david-bohm.net/dialogue/dialogue_proposal.html))

Huang Nissen Defining Principles of Dialogue

#### **Day 2.**

Speech as Non-violent Action (Handout)

## Facilitators Resource Guide

### Multipartiality

In addition, while not required, we encourage you to purchase the following text which provides insights into facilitating around social justice issues. It is a valuable resource that you may refer to again and again in the future.

Adams, M., Bell, L. A., & Griffin, P. (2007). Teaching for Diversity and Social Justice, 2nd Edition. Routledge.

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

Adams, M., Blumenfeld, W. J., Castañeda, R., Hackman, H. W., Peters, M. L., & Zuñiga, X. (2000). Readings for Diversity and Social Justice. Routledge.

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

A 3-5 page reflection of your experience will be turned in by **March 3, 2014**. 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 need an extension to turn in an assignment, please let us know as soon as possible so we 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.

#### **Saturday, November 1**

9:00-9:30	Introductions and Course Overview Goals and Content Process format
9:30-10:30	Concentric Circles
10:30 -10:45	Break

10:45-11:30	Identity
11:30-12:00	Defining Dialogue
12:00-1:00	Lunch
1:00-2:00	Common Ground Activity
2:00-2:45	Power Activity /Privilege
2:45-3:00	Break
3:00-3:30	Conflict and Resistance
3:30-4:45	Communication and Active Listening Skills and Strategies
	TING
	LARA
4:45-5:00	Debrief/Questions

### **Saturday, November 8**

9:00-9:30	Opening/Review
9:30-11:00	Cycle of Socialization Dialogue Exercise & Microaggressions Awareness
11:00-11:15	Break
11:15-12:00	Debrief
12:00-1:00	Lunch
1:00-2:30	Special Topic, Dialogue Exercise
2:30-2:45	Break
2:45-3:15	Debrief
3:15-4:15	Social Justice and Action
4:15-5:00	Questions and Closing

This schedule may be subject to change.

### **Other Suggested Readings**

Stephan, W. G., & Stephan, C. W. (2001). Improving intergroup relations. Thousand Oaks: Sage.

Freire, P. (2000). Pedagogy of the oppressed. New York: Continuum.

Schoem, D. and Hurtado, S. (2001). Intergroup Dialogue: Deliberative Democracy in School, College, Community, and Workplace. Ann Arbor, University of Michigan Press.

Zinn, H. (1980). The People's History of the United States. New York: Harper and Row.

Zuniga, X., & Nagda, B. (1993). Dialogue Groups: An innovative approach to multicultural learning. In Schoem, Frankel, Zuniga, & Lewis (Eds.). Multicultural Teaching in the University (pp. 233-48). Westport, CN and London: Praeger.

Orbe, M.P. and Harris, T.M. (2001). Interracial Communication: Theory into Practice. Belmont, CA: Wadsworth.

Luft, J. (1982). The Johari window. In L. Porter & C. R. Mill (Eds). Reading book for human relations training (pp. 205-209). Arlington, VA: NTL Institute for Applied Behavioral Science.  
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).

Bidol, P. (1986). Interactive communication. In P. Bidol, L. Bardwell, & N. Manring (Eds). Alternative environmental conflict management approaches: A citizens' model (pp. 205-209). Ann Arbor, MI: School of Natural Resources, University of Michigan.

Apfelbaum, E. (1979). Relations of domination and movements of liberation: An analysis of power between groups. In W. G. Austin & S. Worchel (Eds). The social psychology of intergroup relations (pp. 195-204). Monterey, CA: Brooks/Cole.

McIntosh, P. (1992). White privilege and male privilege. In M. L. Andersen & P. Hill-Collins (Eds). Race, class, and gender: An anthology (pp. 70-81). Belmont, CA: Wadsworth Publishing Company.

Lorde, A. (1993). There is no hierarchy of oppressions. In J. Andrzejewski (Ed.). Oppression and social justice: Critical frameworks (pp. 281-282). Needham heights, MA: Ginn Press.

Lorde, A. (1984). The transformation of silence into language and action. Sister outsider: Essays and speeches (pp. 40-44). Freedom, CA: The Crossing Press.

Reagon, B. J. (1983). Coalition politics. In Barbara Smith (Ed.). Home girls: A black feminist anthology (pp. 356-368). New York: Kitchen Table/Omen of Color Press.

Washington, J., & Evans, N. J. (1994). Becoming and ally. In Adams, Brigham, Dalpes, & Marchesani (Eds). Social diversity and social justice (pp. 123-127). Iowa: Kendall/Hunt Publishing.

Adair, M., & Howell, S. (1991). Weaving new ties. Breaking old patterns and weaving new ties (pp. 14-30). San Francisco: Tools For Change.

Judit (1987). Alliances. In Juanita Ramos (Ed.). Companeras: Latina Lesbians (pp. 245-246). New York: Latina Lesbian History Project.

Goodman, J. (2001). Promoting Diversity and Social Justice: Educating People from Privileged Groups. Thousand Oaks: Sage.

Johnson, A. G. (2001). Privilege, power, and difference. New York: McGraw-Hill.

Ray, R. G. (1999). The facilitative leader: Behaviors that enable success. Upper Saddle River, NJ : Prentice Hall.

Andersen & Hill Collins, P. (1998). Race, class, and gender: An anthology. Wadsworth.

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

Young, Iris M. *Five Faces of Oppression* Princeton, N.J. Princeton University Press 1990

Sue, Derald W. *Racial Microaggressions in Everyday Life. Teachers College, Columbia University.*

### **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

Mottet, Lisa *The First and Most Critical Step: A Policy of Respect for Transgender People* New York : The National Coalition for the Homeless and the National Gay and Lesbian Task Force Policy Institute. 2003

Mottet, Lisa *Who are Transgender People? The basics* New York : The National Coalition for the Homeless and the National Gay and Lesbian Task Force Policy Institute. 2003

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)*

Kosberg, J. I. *Heterosexual Males: A Group Forgotten by the Profession of Social Work* 2002

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

Love, B. J. Developing a Liberatory Consciousness New York : Routledge 2000

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)