Social Work 799-004
Understanding Diversity and Social Justice through Dialogue

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Winter 2015
Location: 2752 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 lifelong 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


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.


We also 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 February 20th, 2015. 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, January 31
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, February 7th

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


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 Teac* 2004
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 MakeWhen 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
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)