Course Description:

This course will examine multicultural, multilingual organizing as a process of promoting intergroup relations and social development at the community level. Included will be content on efforts by diverse groups (inclusive of the following dimensions: ability, age, class, color, culture, ethnicity, family structure, gender, including gender identity and gender expression, marital status, national origin, race, religion or spirituality, sex, and sexual orientation, as well community of residence) to maintain their identities while also interacting and cooperating across cultural boundaries. Students will apply existing practice to multicultural situations and develop emergent skills for the future.

This course will examine concepts and techniques of multicultural, multilingual organizing. Relevant strategies and tactics that promote positive intergroup relations and pluralism at the community level will be analyzed (e.g., multigroup coalition-building). Students will be prepared for the roles that social workers can expect to serve in building a just and heterogeneous society.

Course Content:

This course will examine concepts and techniques of multicultural, multilingual organizing. The changing context of practice, major strategies of intervention, and innovative efforts by groups to maintain their identities while also cooperating across cultural boundaries will be analyzed. Perspectives on core practice concepts will be reviewed (e.g., oppression, racism, empowerment, pluralism, and multiple meanings of “community”). Students will be enabled to become more aware of their own cultural identity and recognize differences within and among people as strategies of practice will be analyzed, such as social action, community planning, and neighborhood development. Existing community organization theory and practice from a multicultural perspective will be analyzed, and theory and social science knowledge will be applied to issues of particular population groups.
Course Objectives:

Upon successful completion of this course, students will be better able to:

1. Identify the forces that facilitate and limit multicultural, multilingual organizing in a pluralist society.
2. Define key practice concepts that affect relevant organizing strategies and tactics (e.g., oppression, racism, empowerment, pluralism, sensitivity, tolerance, and mutual respect).
3. Critically analyze existing community organization theory and practice from a multicultural perspective.
4. Apply practice theory and social science concepts to the analysis of problems and issues directly affecting specific population groups.
5. Design community intervention strategies that specify tactics and roles to address problems and issues affecting diverse population groups (e.g., ability, age, class, color, culture, ethnicity, family structure, gender including gender identity and gender expression, marital status, national origin, race, religion or spirituality, sex, and sexual orientation).
6. Assess community-based needs in ways that strengthen social diversity and builds organizational capacity that strengthens the representation of diverse groups.
7. Contrast existing community organization practice with emergent multicultural strategies, tactics, and roles.
8. Recognize and address issues of ethics and values arising in practice situations.

Course Design:

Instructors may include readings, participation in discussions, written assignments, and individual and group exercises. Emphasis will be placed on experiential learning to strengthen cultural self-awareness and community practice skills. Guest speakers from the campus and community may be invited to address special topics, and there also may be visits to community organizations to speak with multicultural/multilingual organizers and learn from their experiences.

Relationship of the Course to Four Curricular Themes:

- **Multiculturalism and Diversity** will be fundamental to this course. Special emphasis will be placed on strategies and tactics that promote positive intergroup relations and pluralism at the community level relevant to the range of diverse dimensions previously mentioned.

- **Social Justice and Social Change** will be central themes in the study of how social workers can serve in building a racially, ethnically, and religiously heterogeneous society. Several core concepts will be emphasized in this course, including oppression, racism, empowerment, pluralism, and multiple meanings of “community”.

- **Promotion, Prevention, Treatment, and Rehabilitation** will be inherent to practice at the community level. Students will learn how to design community intervention strategies that address problems and issues affecting specific population groups.

- **Behavioral and Social Science Research** will comprise many of the course readings and will provide a foundation for practice in this area. Students will learn to apply theory and social science concepts to the analysis of problems and issues affecting specific population groups.
**Relationship of the Course to Social Work Ethics and Values:**

This course will address ethical and value issues related to the practice of multilingual, multicultural organizing. The NASW Code of Ethics will be used to inform practice in this area. Special emphasis will be placed on the social worker’s responsibility to promote the general welfare of society by preventing and eliminating discrimination, ensuring equal access to resources, expanding choices and opportunities for all persons and especially the disenfranchised, encouraging public respect for diversity, advocating for changes in social policies, and encouraging informed participation by the public. In particular, this course will review the ethical and value implications related to intergroup conflict and the imposition of values on communities.

**Source Materials:**

Required Text


Suggested Text


All readings for this course will be made available to you through the Canvas site.

**Course Responsibilities:**

Assignment I. Self assessment (15% of course grade)

The following assignment (approximately 2-3 pages) is due May 23, 2016:

1) Philosophy Statement: A clear statement of your learning goals for the course and how it relates to your career goals. Be sure to include both substantive learning as well as personal learning goals that you have that will enrich your experience in this class. (less than 1 page)

2) A list of your skills, including those related to this course and your career goals (e.g., "I communicate well with people", "I take responsibility for my own actions"), as well as personal skills and talents (art, music, poetry, cooking, sports, etc). What do you consider your strengths? How would these skills be useful in multicultural/multilingual organizing efforts? What skills do you hope to gain from this course? (about 1 page)

3) Conduct a self-assessment of your preparedness for participating in multicultural/multilingual organizing efforts you may have an interest working within. Consider the following questions: (1) What did I learn about other social identity groups when I was growing up and what differences and similarities do I see between myself and individuals in these communities? (2) Identify a least two values shared by members of these group and explore your feelings about them and to what degree do you share or have difficulties with these values? (3) How do my own personal and social identities affect my work with these groups? How would this affect my ability to engage in an organizing effort with this group? What more would I like to learn about this group? (1-2 pages)

Assignment II. Multicultural Organizing Topic (35% of grade)
You will be working with a group for this assignment. As a group, identify a multicultural/multilingual organizing topic that you would like to learn more about this semester. As appropriate and to the extent possible, make a plan to volunteer or participate in the organizing effort. Identify resources both print and experts locally or regionally that you might have access to over the course of the semester to learn more about this issue. You may also choose to initiate an organizing effort.

In a group presentation (15 min),

- Provide a brief description of the organizing topic. Present a brief literature review that highlights the problem/issue of concern, any history and outcome of past efforts, who are the major stakeholders (e.g., communities of interest, decision makers, allies, opponents, etc.), and strategies/methods that have been used with this issue. Specifically, address how diversity of culture and/or language is addressed appropriately or inappropriately in the effort.
- A brief overview of the communities with whom this effort works. Include information such as demographics, statistics, geographic or cultural boundaries, values, norms, traditions, languages, etc. Describe your role or efforts, as applicable. How did this fit or not fit with Rivera’s definition of the organizer’s role?
- What factors facilitate the successes/accomplishments of this effort? What were the barriers and challenges to the effort? What skills or strengths did you bring to the effort and how were they utilized or not utilized, if applicable?
- What are practice or policy implications for the work that was completed or is ongoing? What further action(s) will be necessary for social justice to be achieved?
- What recommendations would you make for improving the organizing effort? What are the next steps for you and the organization?
- What did you learn from this effort – specifically about yourself as a future organizer, in terms of your social identities, in terms of your ability to organize with these communities, and in terms of your future career goals?

Assignment III. Self Reflection and Learning Gallery (20% of course grade)

Provide a self-reflection of what you have learned in the class thus far about yourself, your skills, and progress towards your stated goals. Integrate the learning from the readings, class content, and both in and out of class experiences (e.g. field) to show evidence of your learning and growth in multiculturalism and multicultural/multilingual organizing. (About 2 pages, 15% or 20%)

Additionally, on the last week of class, you will bring to class one artifact that represents the culmination of your learning from the class and make a brief presentation (no more than 5 min). This can take whatever form you like. It can also focus on any aspects of learning from class. For example, it can be a poster, video, pictures, artwork, collage, an object—anything that you feel represents your learning for the class. You will also have about 5 minutes for questions and answers. This will be followed by a class discussion of what we have learned from each other.

Learning Gallery (5% of 20%)

Attendance and Class Participation (30% of course grade)

Each week we will engage in group activities and discussion, therefore attendance is very important. Students who attend every class session and actively participate in discussions and group exercises will receive full credit for class participation.
Grading:

A 100-point system is used. At the end of the term, the numerical grades earned for each written assignment will be averaged and translated into letter grades using the following formula:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
</tr>
<tr>
<td>A-</td>
<td>91-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>81-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-80</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>&lt;69</td>
<td>(no credit)</td>
</tr>
</tbody>
</table>

Grades in the B range reflect satisfactory completion of course requirements (competent performance). C grades reflect less than satisfactory work. Less than 69% indicates deficient performance and is not acceptable at the graduate level. A grades are given for exceptional individual performance.

A major part of your grade for written assignments is based on your clarity and thoroughness. All written assignments should be carefully proofread for typos and clarity of content. A paper with lots of errors is difficult to read and will be marked down. Unless specified, all assignments should be double-spaced, using 12-point font, no less than 1-inch margins. Use citations as appropriate and use APA format.

You should turn in all written assignments on time. Having assignments in on time will assist us in reading and grading them in a timely manner. On time is defined as turned in at the start of class on the due date. In general, a paper will be marked down for each day it is late. Exceptions will only be made for extreme circumstances. Please try to anticipate your responsibilities and start your assignments well in advance of the due date.

Housekeeping:

Accommodations for students with disabilities
If you need an accommodation for a disability please let me know as soon as possible. The university does not inform us of your disability status even if you are registered as a person with a disability. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. We will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you disclose your disability, we will (to the extent permitted by law) treat that information as private and confidential.

Religious Observances
Please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

Electronic Devices
In consideration of your classmates and your own learning, please turn off all telephones and pagers during class. We prefer that you receive no messages during class time. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. Lap tops may be used in class for note taking and instructional purposes only. Other uses of laptops, e.g., social media and other applications not related to the class may result in a deduction of points from your attendance and participation.
Course Schedule:

**Week 1**  May 9, 2016: Introduction and overview of course

Topics: Community building, setting context for course

**Week 2**  May 16, 2016: Overview of multicultural/multilingual organizing

Topics: Models of community building, skills and strategies for organizing

Readings:


**Week 3**  May 23, 2016: Social identities and the organizer’s role

Topics: Organizing from within or outside your community

Readings:


ASSIGNMENT I DUE: SELF-ASSESSMENT PAPER

Week 4  May 30, 2016

(NO CLASSES)

Week 5  June 6, 2016: Values and ethics for multicultural organizing

Topics: Non-violent resistance

Readings:


Gandhi nonviolence weblink (http://www.mkgandhi.org/nonviolence/index.htm)

Read the following chapters in Section V. Nonviolence:
The gospel of non-violence, The power of non-violence, Training for non-violence, Application of non-violence, The non-violent society
Week 6  
**June 13, 2016: Dialogue as a community organizing strategy**

Topics: What is dialogue and how can it be used?

Readings:


*Adams, M., Bell, L., & Griffin, P. (1997). Teaching for diversity and social justice. Routledge. Ch. 1-3*

Week 7  
**June 20, 2016: Community organizing strategies**

Readings:


*Beaulieu, L. (n.d.) Asset mapping. Southern Rural Development Center.*


**Week 8**

**June 27, 2016: Community education strategies**

Topics: Participatory education, working across boundaries

Readings:


*FORUM THEATRE for teachers workshop notes


**Week 9**  
**July 4, 2016**

(NO CLASSES)

**Week 10**  
**July 11, 2016: Community-based participatory research and evaluation**

Readings:


**ASSIGNMENT II. CLASS PRESENTATIONS ON ORGANIZING EFFORTS**

**Week 11**  
**July 18, 2016**  
**Community empowerment and coalition building strategies**

Topics: Community empowerment and capacity building  
Developing collaborations, alliances, and coalitions

Readings:


ASSIGNMENT II. CLASS PRESENTATIONS ON ORGANIZING EFFORTS

**Week 12** July 25, 2016: Self-reflection and Learning gallery (Bring artifact to class)

ASSIGNMENT DUE: SELF-REFLECTION PAPER (August 1, 2016)

Additional readings:


Sharp, G. (2003). *There are realistic alternatives.*


