



Social Work 657: Multicultural, Multilingual Organizing
Monday, 1:00 PM-5:00 PM, 2816 SSWB
Spring/Summer 2016

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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

Minkler (2012) Community Organizing and Community Building for Health and Welfare. Rutgers University Press.

Suggested Text

Rivera and Erlich (1998) Community Organizing for a Diverse Society. Allyn & Bacon.

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:

A+ 98-100	B+ 87-90	C+ 77-80	<69
A 94-97	B 84-86	C 74-76	(no credit)
A- 91-93	B- 81-83	C- 70-73	

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:

*Gutierrez, L., Alvarez, A., Nemon, H., & Lewis, E. (1996). Multicultural community organizing: A strategy for change. Social Work, 41(5). 501-508

*Chávez, V., Minkler, M., Wallerstein, N., & Spencer, M.S. (2007). Community organizing for health and social justice. In L. Cohen, V. Chávez, & S. Chehimi (Eds.), Prevention is primary: Strategies for community well-being (pp. 95-119). San Francisco: Jossey-Bass

*Dobbie, D. & Richards-Schuster, K. (2008) Building Solidarity Through Difference: A Practice Model for Critical Multicultural Organizing, Journal of Community Practice, 16:3, 317-337.

*Minkler, M. & Wallerstein, N. (2012). Improving health through community organization and community building: Perspectives from health education and social work. In Minkler, M. (Ed.). Community organizing and community building for health and welfare. Rutgers University Press. pp. 37-58.

Weil, M. (1996). Community building: Building community practice. Social Work, 41(5). 481-499

Brady, S. & O'Connor, M.K. (2014) Understanding How Community Organizing Leads to Social Change: The Beginning Development of Formal Practice Theory, Journal of Community Practice, 22:1-2, 210-228

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

Topics: Organizing from within or outside your community

Readings:

*Rivera, F. G., & Erlich, J. L. (1998). A time of fear; A time of hope. In F. G. Rivera & J. L. Erlich (Eds.). Community organizing in a diverse society (3rd ed.) Boston: Allyn and Bacon.

*Hill-Collins (2010). The new politics of community. American Sociological Review, 75, 7-30.

Hansen & Liu (1997). Social identities and language: Theoretical and methodological issues. *TESOL Quarterly*, 31, 567-576.

Tuominen, M.C. (2012). Speaking and organizing across difference: The multicultural, grassroots mobilization of child care workers. *Feminist Formations*, 24, 26-48.

Hudson, K. D. (2012). Bordering community: Reclaiming ambiguity as a transgressive landscape of knowledge. *Affilia*, 27, 167-179.

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:

*Minkler, M., Pies, C., & Hyde, C. (2012). Ethical issues in community organizing and capacity building. In Minkler, M. (Ed.). Community organizing and community building for health and welfare. Rutgers University Press pp. 110-129.

*Alinsky, S. (1971). Rules for Radicals. *Chapter on "Of Means and Ends" p.24-47 & "Tactics" p.126-164*. New York: Vintage Books.

*Martinson, M. & Su, C. (2012). Contrasting organizing approaches: The Alinsky tradition and Freirian organizing approaches. In Minkler, M. (Ed.). Community organizing and community building for health and welfare. Rutgers University Press. 59-77.

*Beck, E.L. & Eichler M. (2000) Consensus Organizing, *Journal of Community Practice*, 8:1, 87-102.

*Huang-Nissen, S. (1999). Defining the principles of dialogue. In S. Huang-Nissen (Ed.), Dialogue groups: A practical guide to facilitate diversity conversation (pp. 10-22). Blue Hill, ME: Medicine Bear Publishing

*American Friends Service Committee. (2001). Speech as nonviolent action. Unpublished manuscript.

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

Nonviolence: An Introduction weblink
(<http://www.nonviolenceinternational.net/seasia/whatis/book.php>)

Week 6

June 13, 2016: Dialogue as a community organizing strategy

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

Readings:

*Dessel, A., Rogge, M. E., & Garlington, S. B. (2006). Using intergroup dialogue to promote social justice and change. *Social Work, 51*(4), 303-315.

*Schoem, D., Hurtado, S., Sevig, T., Chesler, M., & Sumida, S. H. (2001). Intergroup dialogue: Democracy at work in theory and practice. In D. Schoem & S. Hurtado (Eds.), *Intergroup dialogue: Deliberative democracy in school, college, community, and workplace* (pp. 1-21). Ann Arbor, MI: University of Michigan Press.

Nagda, B. A., McCoy, M. L., & Barrett, M. H. (2003). Transformative pedagogy for democracy and social justice. *Race Ethnicity and Education, 6*, 165-190.

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:

*Hancock, T. & Minkler, M. (2012). Community health assessment or healthy community assessment. In Minkler, M. (Ed.). Community organizing and community building for health and welfare. Rutgers University Press. Pp. 153-170.

*McKnight, J. & Kretzmann, J. (2012). Mapping community capacity. In Minkler, M. (Ed.). Community organizing and community building for health and welfare. Rutgers University Press, pp. 171-186.

*Wang, C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. Health Education & Behavior, 24. 369-387

Wang, C. C., Morrel-Samuels, S., Hutchison, P. M., Bell, L., & Pestronk, R. M. (2004). Flint photovoice: Community building among youths, adults, and policymakers. American Journal of Public Health, 94(6). 911-913

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

CARE (2007). Community environment and health assessment and action roadmap.

WaterAid (2005). Community mapping: A tool for community organising.

*Minkler, M. & Wallerstein, N. (2012). Using the arts and the internet as tools for community organizing and community building. In Minkler, M. (Ed.). Community organizing and community building for health and welfare. Rutgers University Press, pp. 265-267.

*Satariano, N., & Wong, A. (2012). Creating an online strategy to enhance effective community building and organizing. In Minkler, M. (Ed.). Community organizing and community building for health and welfare. Rutgers University Press, pp. 269-287

*McDonald, M., Catalani, C., & Minkler, M. (2012). Using the arts and new media in community organizing and community building. In Minkler, M. (Ed.). Community organizing and community building for health and welfare. Rutgers University Press, pp. 288-304.

Dorfman, L., & Gonzalez, P. (2012). Media advocacy. In Minkler, M. (Ed.). Community organizing and community building for health and welfare. Rutgers University Press, pp. 407-420.

Week 8

June 27, 2016: Community education strategies

Topics: Participatory education, working across boundaries

Readings:

*Carroll, J., & Minkler, M. (2000). Freire's message for social workers: Looking back, looking ahead. Journal of Community Practice, 8(1). 21-36

*Chang, C., Salvatore, A.L., Lee, P.T., Liu, S.S., Minkler, M. (2012). Popular education, participatory research, and community organizing with immigrant restaurant workers in San Francisco's Chinatown. In Minkler, M. (Ed.). Community organizing and community building for health and welfare. Rutgers University Press, pp. 246-264.

Castelloe, P., & Watson, T. (1999). Participatory education as a community practice method: A case example from a comprehensive Head Start program. Journal of Community Practice, 6(1). 71-89

*FORUM THEATRE for teachers workshop notes

Conrad, D. (2004). Exploring risky youth experiences: Popular theatre as a participatory, performative research method. International Journal of Qualitative Methods, 3(1). 1-24

*Spencer, M.S., Gunter, K., & Palmisano, G. (2010). Community health workers and their value to social work. Social Work, 55, 169-180.

Week 9 **July 4, 2016**

(NO CLASSES)

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

Readings:

*Israel, B. A., Schulz, A. J., Parker, E. A., & Becker, A. B. (1998). Review of community-based research: Assessing partnership approaches to improve public health. Annual Review of Public Health, 19. 173-202

*Spencer, M.S. (2015) Insider–Outsider reflections from a Native Hawaiian researcher and the use of community-based participatory approaches. Australasian Psychiatry, 23, 45-47.

*Lisa Cacari-Stone, Nina Wallerstein, Analilia P. Garcia, and Meredith Minkler. The Promise of Community-Based Participatory Research for Health Equity: A Conceptual Model for Bridging Evidence With Policy. American Journal of Public Health: September 2014, Vol. 104, No. 9, pp. 1615-1623.

*Laura J. Wernick, Michael R. Woodford & Alex Kulick (2014) LGBTQ Youth Using Participatory Action Research and Theater to Effect Change: Moving Adult Decision-Makers to Create Youth-Centered Change, Journal of Community Practice, 22:1-2, 47-66

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:

*Butterfoss, F.D., & Kegler, M.C. (2012). A coalition model for community action. In Minkler, M. (Ed.). Community organizing and community building for health and welfare. Rutgers University Press, pp. 309-328.

*Dibble, R., & Gibson, C. (2013). Collaboration for the common good: An examination of challenges and adjustment processes in multicultural collaborations. Journal of Organizational Behavior, 34, 764-790.

*Barvosa-Carter, E. (2001). Multiple identity and coalition building – How identity differences within us enable radical alliances among us. In J. Bysteydzienski & S. Schacht (Eds.). Forging radical alliances across difference: Coalition politics for the new millennium (pp. 21-34). New York: Rowman & Littlefield.

Gutierrez, L., Lewis, E. (1994). Community organizing with women of color: A feminist approach. Journal of Community Practice, 1(2). 23-44

Krings, A., Spencer, M.S., & Jimenez, K. (2014). Organizing for environmental justice: From bridges to taro patches. In S. Dutta and C. Ramanathan (Eds.), *Governance, Development, and Social Work*. 186-200. Routledge Publishing.

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:

Anner, J. (1996). Beyond identity politics: Emerging social justice movements in communities of color. Boston: South End Press.

Bradshaw, C., Soifer, S., & Gutierrez, L. (1994). Toward a hybrid model for effective organizing in communities of color. Journal of Community Practice, 1(1). 25-41

Okazawa-Rey, M. (1998). Empowering poor communities of color: A self-help model. In L. M. Gutierrez, R. J. Parsons, & E. O. Cox (Eds.) Empowerment social work practice: A sourcebook (pp. 52-64). Belmont, CA: Wadsworth.

Parsons, R. J., Gutierrez, L.M., & Cox, E.O. (1998). A model for empowerment practice. In L. M. Gutierrez, R. J. Parsons, & E. O. Cox (Eds.) Empowerment social work practice: A sourcebook (pp. 3-23). Belmont, CA: Wadsworth.

Arizmendi, L. G., & Ortiz, L. (2004). Neighborhood and community organizing in *Colonias*: A case study in the development and use of *Promotoras*. Journal of Community Practice, 12(1/2) 23-35

Farquhar, S. A., Michael, Y. L., & Wiggins, N. (2005). Building on leadership and social capital to create change in 2 urban communities. American Journal of Public Health, 95(4). 596-601

Hill-Briggs, F., Batts-Turner, M., Gary, T. L., Brancati, F. L., Hill, M. N., Levine, D. M., & Bone, L. R. (2007). Training community health workers as diabetes educators for urban African Americans: Value added using participatory methods. Progress in Community Health Partnerships: Research, Education, and Action, 1/2. 185-194

Conrow, T., & Delp, L. (1999). Teaching organizing through workers' experiences. Labor Studies Journal, 24. 42-57

Lichterman, P. (1995). Piecing together multicultural community: Cultural differences in community building among grass-roots environmentalists. Social Problems, 42(4). 513-534

- Mizrahi, T. & Rosenthal, B. B. (2001). Complexities of coalition building: Leaders' successes, strategies, struggles, and solutions. Social Work, 46(1). 63-78
- Crowfoot, J., & Chesler, M. (1996). White men's roles in multicultural coalitions. In B. Bowser & R. Hunt (Eds.). Impacts of racism on white Americans (2nd ed). (pp. 203-229). Thousand Oaks, CA: Sage Publications.
- Maciak, B. J., Guzman, R., Santiago, A., Villalobos, G., & Israel, B. A. (1999). Establishing LA VIDA: A community-based partnership to prevent intimate violence against women. Health Education & Behavior, 26. 821-840
- Wilson, W. (2000). Rising inequality and the case for coalition politics. The Annals of The American Academy of Political and Social Science, 568, 78-99
- Kidder, T. (2003). Mountains beyond mountains: Healing the World: The quest of Dr. Paul Farmer. Random House.
- Horton, M. (1998). The long haul: An autobiography. New York: Teacher's College Press.
- Rivera, F., & Erlich, J. (1995). Community Organizing in a Diverse Society (2nd ed.). Boston: Allyn Bacon.
- Green, J. (1995). Cultural Awareness in the Human Services (2nd ed.). Unglued Cliffs: Prentice Hall.
- Medoff, P., & Sklar, H. (1994). Streets of Hope: The Fall and Rise of an Urban Neighborhood. Boston: South End Press.
- Sharp, G. (1973). The politics of nonviolent action (excerpts)
- Sharp, G. (2003). There are realistic alternatives.
- War Resisters' International. (2003). Handbook for nonviolent campaigns.
- Albrecht, L., & Brewer, R. (1990). Bridges of Power: Women's Multicultural Alliances. Philadelphia: New Society Press.
- Broome, B., & Cromer, I. (1991). Strategic planning for tribal economic development: A culturally appropriate model for consensus building. The International Journal of Conflict Management, 2(3), 217-233.
- Burghardt, S. (1982). The Other Side of Organizing. Chapter 6: The not-so-hidden realities of race, class, and sex. Schenkman: Cambridge, MA
- Daley, J., & Wong, P. (1994). Community development with emergent ethnic communities. Journal of Community Practice, 1, 9-24.
- Delgado, M., & Humm-Delgado, D. (1987). Natural support systems: Source of strength in Hispanic communities. Social Work, 37, 83-88.

- Delgado-Gaitan, C. (1993). Researching change and changing the researcher. Harvard Educational Review, 63(4), 389-411.
- Devore, W., & Schlesinger, E. (1987). The Layers of Understanding. In Ethnic Sensitive Social Work Practice. (pp. 81-97). Columbus, OH: Merrill.
- Frankenberg, R. (1993). Growing up White: Feminism, Racism and the Social Geography of Childhood. Feminist Review, 45, 51-84
- Gallegos, J. (1984). The ethnic competence model for social work education. In B. White (Ed). Color in a White Society. Silver Spring, MD: NASA.
- Gould, K. (1995). The misconstruing of multiculturalism: The Stanford debate and social work. Social Work, 40(2), 198-205.
- Hum-Delgado, D., & Delgado, M. (1986). Gaining community entree to assess service needs of Hispanics. Social Casework, 67, 80-89.
- Longres, J. (1991). Toward a status model of ethnic sensitive practice. Journal of Multicultural Social Work, 1(1), 41-53.
- McMahon, A., & Allen Meares, P. (1992). Is social work racist? Social Work, 37(6), 533-539.
- Mizrahi, T., & Rosenthal, B. (1993). Managing dynamic tensions in social change coalitions. In T. Mizrahi & J. Morrison (Eds.), Community organization and Social Administration: Advances, trends and emerging principles (pp. 11-40). Binghamton, NU: Haworth Press.
- O'Donnell, S. (1996). Urban African American community development in the progressive era. Journal of Community Practice, 2(4), 7-26.
- Sohng, S. S. (1992). Consumers as research partners. Journal of Progressive Human Services, 3(2), 1-15.
- Wallerstein, N. (1992). Empowerment and popular education applied to youth. New Designs for Youth Development, 10(1), 17-22
- Zuniga, X., & Nagda, B. (1993). Dialogue groups: an innovative approach to multicultural learning. In David Schoem, et al. (Eds.), Multicultural Teaching in the University. New York: Praeger.