



**Course title:** SW 657: *Multicultural, Multilingual Organizing*

**Category:** Advanced CO Methods

**Pre-requisites:** SW 560: *Introduction to Community Organization, Management & Policy Practice* (or permission of instructor)

**Semester:** Spring/summer 2017

**Credits:** 3

**Course number:** 23280

**Section:** 001

**Day:** Monday afternoons

**Time:** 1:00p-5:00p

**Room number & building:** #2816; SSWB

**Professor:** Diana Copeland Ph.D. student-LEO Adjunct Lecturer

**Email:** [dseales@umich.edu](mailto:dseales@umich.edu)

**Office hours:** By appointment only, please.

### **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 THEMES WE WILL REPEATEDLY DRAW UPON:**

- Difference between dialogue, discussion, debate & discourse.
- Difference between equity, access & equality.
- Difference between intent & impact.
- Difference between action & service \*AND\* charity work & change work. v Transformative change.
- Difference between revitalization & gentrification.
- Difference between empowerment & agency.
- Difference between activism, advocacy, allyhood & solidarity.
- Difference between being a change agent & a “fixer”/”do-gooder”/helper/savior. v Difference between a riot, rebellion, revolt, uprising & chaos.
- Difference between community organizing, (re)building & development.

### **COURSE OBJECTIVES:**

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

- Identify the forces that facilitate and limit multicultural, multilingual organizing in a pluralist society.
- Define key practice concepts that affect relevant organizing strategies and tactics (e.g., oppression, racism, empowerment, pluralism, sensitivity, tolerance, and mutual respect).
- Critically analyze existing community organization theory and practice from a multicultural perspective.
- Apply practice theory and social science concepts to the analysis of problems and issues directly affecting specific population groups.
- 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).
- Assess community-based needs in ways that strengthen social diversity and builds
- organizational capacity that strengthens the representation of diverse groups.
- Contrast existing community organization practice with emergent multicultural



- strategies, tactics, and roles.
- Recognize and address issues of ethics and values arising in practice situations.

## **ABOUT YOUR PROFESSOR:**

### **Educational preparation:**

- Ph.D. student, Michigan State University, Indigenous and Gender Studies in Community Sustainability
- MS, University of Michigan, Environmental and Climate Justice
- BS, The Evergreen State College, Native American Natural Resource Policy

### **Teaching areas:**

- Community Organizing
- Environmental Racism and Justice
- Social Justice
- Natural Resource policy and Climate Change

### **Additional teaching experiences:**

- Adjunct faculty member; Residential College University of Michigan Semester in Detroit
- Adjunct faculty member; Marygrove College, Detroit Michigan for Social Justice Masters Program
- Faculty member; Universidad Sin Fronteras

## **PROFESSOR'S TEACHING STYLE AND PHILOSOPHY:**

### **HIGHER LEARNING (aka CRITICAL THINKING):**

I very rarely use PowerPoint. I also do not stand before you and simply lecture “at you”, while you feverishly take copious notes. Instead, I prefer to be a caring and concerned facilitator of your learning experience which \*you\* are responsible for. I do this best by bringing up points from the readings which are interesting and noteworthy and which will encourage seminar-style discussions.

You are always strongly encouraged to bring up any and all questions which you might have from the readings. I will also often include my own experiences as a community organizer. I strongly believe adult learners learn best when they understand concepts & ideas. Thus, I am more concerned with you understanding & applying the social work concepts, theories and



methodologies more than I am concerned with your ability to simply regurgitate definitions and terms.

### **ROLE AND RESPONSIBILITIES OF YOUR PROFESSOR:**

- Make every attempt to arrive to class on time and begin and end class as scheduled.
- Always treat each student with the dignity and respect she/he/they deserves.
- Make every/all attempts to ensure each student learns the most she/he/they can and
- Performs at her/his/their greatest potential.
- Return all graded assignments within two (2) weeks of receipt.
- Respond to all emails within twenty-four (24) hours of receipt. (*excluding Fridays, weekends & holidays!*)
- Willingly write letters of reference and agree to be an employment reference to those
- students who have demonstrated a dedication & adequate level of understanding of the
- course content.
- Make every effort to ensure the classroom is a physically safe, peaceful, guilt-free, non-judgmental learning environment.
- Comply with all pertinent FERPA (Family Educational Rights & Privacy Act of 1974 aka the Buckley Amendment) to the best of my ability.

### **STUDENTS ROLES AND EXPECTATIONS:**

Successful completion of this course requires every student fully participate in ALL ELEVEN (11) WEEKS, actively listen and participate in all class discussions and exercises, take notes as needed and submit all assignments on time. Arriving tardy to class or leaving class early, is not only disruptive to your classmates and professor, but negatively affects your learning experience. Not attending class at all means your voice and experiences will not be shared with your classmates and your professor. Thus, students enrolled in this course are required to attend each and every class session on time and are expected to remain in the class throughout its entirety; Any/all exceptions to this requirement must be pre-discussed and pre-approved by the professor. If, for whatever reason, you *are* tardy or absent, it is also *your* responsibility to connect with other students to receive any missed work.

### **COURSE DESIGN:**

This course will likely 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. There will also likely be films and documentaries which focus on organizing within the multicultural, multilingual context. Lastly, guest speakers from the campus and various communities will also likely be invited to address



special topics, and there may also be visits to community organizations to speak with multicultural/multilingual organizers and learn from their experiences.

### **RELATIONSHIP TO THE COURSE AND THE FOUR CONTENT AREAS:**

- *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.

### **COURSE MATERIALS:**

#### **Readings:**

There is no required textbook for this course. There are, however, required readings. They are on Canvas and labeled by dates with the request, and expectation, that you read all of them \*before\* arriving to class.



The recommended supplemental text for this course, and your library, is:

*Community Organizing in a Diverse Society* Felix G. Rivera & John L. Erlich 1998 Third Edition (OUT OF PRINT; but available on sites such as Amazon)

**Speakers/lecturers:**

There will be speakers invited to present information on the related discussion topic for that course session. Please be aware that speakers are *voluntarily* offering their time to share with us. Your respect and appreciation of this through active listening and appropriate questions will be most appreciated. Please note that any information shared with you by the speaker is also pertinent and should be listened to/read as such.

**Videos:**

There will be supplemental, but pertinent, videos shown during class. Please note these videos will add to your educational experience and knowledge base of the course subject matter and should be noted as important and viewed as such.

**Field trips:**

There will, likely, be field trips organized in this course. It will be discussed with the class. We will also discuss the logistics for how we will get there. Finally, while required, if you are, at all, prevented from attending, please discuss with me for possible alternative arrangements and/or assignments.

**COURSE POLICY ON ATTENDANCE AND ACTIVE CLASS PARTICIPATION:**

**Attendance:**

Please note 25% (a maximum total of 25 points) of your final course grade includes *\*both\** attendance and class participation. All students are expected to sign in upon entering the classroom.

**Participation:**

Attending every session without participating will also hinder you from successfully completing this course. Students should arrive to class prepared to *actively* participate in their learning process. This includes not simply sitting quietly and listening/observing, but posing questions and comments to the professor and other students, as well as answering questions and addressing comments posed by the professor and other students during our class discussions. Class participation also involves working with your team members, as well as any take home assignments, field trips and in class exercises and activities.



**Special note about tardiness and absences:**

With the full understanding that the culture of this university includes the observation of “Michigan Time” (meaning, classes generally begin 10 minutes passed the posted start time), anyone arriving to class beyond this time will be considered tardy. Likewise, anyone leaving earlier than our agreed upon ending time, for *any* reason which has not been previously discussed and agreed upon with the professor, will be considered having left class early. Both of these are distracting to your learning colleagues and your professor and it *will* affect your grade.

That being said, “life happens” and so you are permitted only two (2) tardies or opportunities to leave early without it affecting your grade. Likewise, you are also only permitted two (2) absences, either excused or unexcused, without it also affecting your grade, which may include a failing grade. In summation, you are also permitted both one (1) tardy and one (1) absence, but not two (2) tardies or two (2) absences.

In conclusion, please know your attendance and active participation will greatly influence your ability to successfully earn the maximum amount of points for the final grade you wish to earn. Thus, adhering to all of the above attendance and participation requirements, every class session, will ensure you earn the full 20% of the attendance and class participation points for this course. NOTE: This is a four (4) hour long class. That is a long time to be in one space. That said, I will try to break every 1.5 hours. If I do not, please remind me. Please also feel free to move about & excuse yourself for brief breaks (i.e. bathroom, water, etc.), as needed.

**I invite you to consider the following:**

With the understanding that this may very well be culturally relative, being silent & simply listening is a privilege that not everyone has. More specifically, remaining silent & saying that you are either learning through listening or allowing space for others is in & of itself, a privilege which you will not be able to employ when engaging with communities.

There is a difference between being/feeling safe & being/feeling comfortable. Learning through the uncomfortableness is hard, but, it can be when the most memorable “aha” moments occur.

**Special note regarding religious/spiritual observances:**

Please notify your professor, ahead of time, if you have religious/spiritual observances which may prevent you from being present in class, submitting assignments on the due dates or taking any exams as scheduled so that we can make appropriate arrangements.

**Special note about inclement weather:**



Your professor will follow the standard inclement weather policies of the university. This means, if the university is closed on the day and during the time this class is to meet, there will be no class. If, however, the university is not closed and you still believe the weather to be too inclement for you to safely arrive to class, you are welcome to use one of your allowed absences.

### **STATEMENT ON CONFIDENTIALITY AND CLASSROOM DECORUM:**

Due to the possible sensitive nature of some of this course content for some students, all students are expected to maintain confidentiality on all matters discussed in class; though there is no guarantee that all students will follow this expectation. All students are also requested to understand everyone has a different opinion and that we can, and will, discuss what may be perceived as controversial topics without being insulting or dismissive to your professor or fellow students. Students should also recognize that this is a social work course and we are learning what it means to be an effective social worker. With that, please remember, the professor is not asking you to alter your personal value system, opinions or ideas, but will be assessing whether, or not, you understand and comprehend the social work concepts, theories and methodologies discussed in this course. Additionally, all students are also expected to analyze and question information or opinions which vary from theirs through respectful and non-judgmental dialogue. Lastly, all students are expected to refrain from *intentionally* stating stereotypical and prejudicial remarks as well as engaging in any distracting side bar conversations.

### **Special note about “triggering” (warning against details for language, content & images):**

As stated earlier, we are diverse group of learners. As such, we may, on occasion, “step on one another’s toes”. I encourage you to, please, speak & listen to one another with the assumption that there is no ill-intent to purposely wound or harm one another.

### **I invite you to remember the following:**

- We are all at varying stages of our learning process & journey.

### **Additionally, students are asked to please adhere to the following requests:**

- Silence, or put on vibrate, all cell/mobile phones, and any other electronic devices, and limit all phone usage (including texting) to emergencies only; outside of the classroom, please.
- Permission is granted to eat/drink in class, with the request to please do so quietly and neatly and with the expectation that students will clean up after themselves.



- Permission is granted for laptop computer usage for note taking purposes only; completing other assignments or “surfing the net” during class time is not permitted, at any time.
- Children or adult guests are welcome to attend with you as long as you first consult with the professor ahead of time.

***Any student not following the above will be asked to leave immediately & will be marked absent for that afternoon.***

### **COURSE POLICY ON LATE ASSIGNMENTS AND MISSED EXAMS:**

*Students anticipating, or unexpectedly, not submitting an assignment on time, missing a quiz or attempting to take a quiz on the same day, but after it has been given, must contact their professor within 24 hours before it is due/scheduled to make other arrangements. Failure to do so will result in the student earning an automatic zero for that assignment. Additionally, even if permission is granted to submit the assignment late or take the quiz at another time, for any reason, that student may receive an automatic five (5) point reduction per day that the assignment is late or when the quiz is taken.*

### **STATEMENT ON EXTRA CREDIT:**

There are no extra credit assignments in this course. Please prepare accordingly so that you can do your best, the first time.

### **STATEMENT ON GRADES:**

Your college experience should be a wonderful combination of learning and/or improving upon your education and life skills. One very important life skill is responsibility for self. Thus, as opposed to the instructor adding up your grades, I strongly encourage you to do so. Since everything in this course equals 100 points, this should not be a difficult task. However, if you require assistance and/or wish to verify your results, please do not hesitate to ask your professor.

### **IMPORTANT STUDENT RESOURCES:**

#### **Add/Drop Period:**

Students may drop/add via Wolverine Access any time after they initially register up until the drop/add deadline (September 26 for fall). Any time students make a change to their original registration, it is their responsibility to notify their advisor of these changes. Once the drop/add deadline is past, students must obtain the signature of the course instructor, their faculty advisor and then the SSW Registrar on a drop/add form, and then they will need to take the form to 1207



LSA building for processing as Web registration will not be possible beyond the drop/add deadline. It is the student's responsibility to register for the appropriate courses to fulfill the M.S.W. degree requirements.

### **Incompletes (“I”):**

Students must finish incomplete coursework within two semesters of enrollment in the class in which they received their initial incomplete. Please see the 2012-2013 Student Guide, Vol. 1 Sec. 8.01.

*I: (Incomplete)* is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course or field work approved by the instructor/liaison. An "I" may also be issued when a student fails to submit required field paperwork by the published deadline. Any "I" grade remaining on a student's record more than two terms after the conclusion of the term in which the grade was awarded reverts to a permanent incomplete, and credit can be earned only by retaking the course. This limit includes the Spring/Summer term and applies regardless of the student's subsequent enrollment. However, if at the time the instructor agreed to the "I", an earlier date of submission and/or completion of final work was agreed upon, then this date takes precedent over the two-term policy. A change in grade will not be accepted after two terms for any reason other than clerical error. Any exceptions to this policy must be approved by the Associate Dean for Educational Programs.

*Note:* A grade of "I" stays on a student's academic record permanently. Even if the student makes up the course or field work according to the guidelines stated above, the grade for the course will appear on the academic record as, for example, IB+ or IS. If the “I” is not made up in the approved time frame the grade is changed to an IPL (Incomplete Permanent Lapse) and is final.

### **Academic Difficulty Procedure:**

When a student fails to maintain good academic standing, she/he is automatically placed on probation. Failing to maintain good academic standing is defined as:

- Having less than a B average (below an overall 5.0 GPA) • Having accumulated 9 credit hours of incomplete grades
- Having a grade of U in Field Instruction
- Having a grade of marginal in Foundation Field Instruction (515) or Advanced Field Instruction (691).

A student is initially informed of automatic academic probation via a letter which informs the student of his/her responsibility to develop an academic plan with her/his academic advisor. For more information on academic difficulty and the procedures involved, please see the 2012-2013 Student Guide, Vol. 1, Sec. 15.



### **Services for Students with Disabilities:**

The University's Services for Students with Disabilities (SSWD) provides assistance regarding academic, economic, social, and recreational activities to students who have documented disabilities. For more information, please visit their website at <http://www.umich.edu/~sswd/> or the SSWD Faculty Handbook at [http://ssd.umich.edu/files/ssd/SSD\\_Faculty\\_Handbook.pdf](http://ssd.umich.edu/files/ssd/SSD_Faculty_Handbook.pdf).

### **Academic Conduct and Integrity:**

#### **Special note about Plagiarism:**

Policies governing plagiarism can be found in 2012-2013 Student Guide, Vol. 1, Sec. 12.02. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is students' responsibility to become familiar with the information presented at <http://www.lib.umich.edu/academic-integrity/resources-students>. Another helpful resource is <http://guides.lib.umich.edu/content.php?pid=43469&sid=338261>. It would be useful to discuss these issues with students in your classes to help prevent occurrences.

#### ***Plagiarism***

Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to:

- Using or otherwise taking credit for someone else's work or ideas.
- Using the language of another without full and proper quotation or source citation.
- Implicitly presenting the appropriated words or ideas of another as one's own.
- Using Internet source material, in whole or in part, without careful and specific reference to the source.
- Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
- Self-plagiarism, this is, reusing one's own work without acknowledgment that the text appears elsewhere (e.g. in a paper for another current or previous class).

### **Writing Help and Tutoring for Students:**

Currently, Career Services is in the process of developing a writing assistance program for students who need remedial writing services. Graduate Student Assistants will be available to meet with students individually to help with writing problems.



Please visit the Student Code of Academic and Professional Conduct at <http://ssw.umich.edu/studentguide/2012/page.html?section=12&volume=1> in the current *Student Guide to the Master's in Social Work Degree Program* for a discussion of student responsibilities for academic conduct and integrity. Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation.

Advisors and instructors can also refer students to the Sweetland Writing Center, located at 1310 North Quad, 105 South State Street. Sweetland offers writing workshops, which are one-on-one meetings with Writing Workshop Faculty. They also offer services for non-native English speakers. For more information about Sweetland, please visit <http://www.lsa.umich.edu/sweetland/>, email them at [sweetlandinfo@umich.edu](mailto:sweetlandinfo@umich.edu), or call them at (734) 764-0429.

Another writing resource is the English Language Institute. For more information, please visit <http://www.lsa.umich.edu/eli>.

### **Health and Wellness Services:**

Health and wellness encompasses situations or circumstances that may impede a student success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Often times, faculty becomes aware of students facing difficulties, and they may not know the best way to help a student. Faculty or students should feel free to contact Health and Wellness Advocates Lauren Davis, LLMSW or Nyshourn Price, LMSW ([laurdavi@umich.edu](mailto:laurdavi@umich.edu), [ndp@umich.edu](mailto:ndp@umich.edu), or 734/936-0961) regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Students and faculty can also contact Health and Wellness using [ssw.wellness@umich.edu](mailto:ssw.wellness@umich.edu). The MSW Student Guide to Health and Wellness can be found at [http://www.ssw.umich.edu/current/Health\\_Wellness\\_Guide.pdf](http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf).

### **COURSE ASSIGNMENTS:**

#### **Presentation:**

We do not cover every aspect of multicultural organizing in this class. We are actually just touching the surface of the subject. Something missing that you are really passionate about (or just want to learn more about) - present on it! Everyone will pick a week to present for 7 - 10 on a related topic.



**DUE DATE:** Varies

**Out of Class Assignment:**

Attend an event, workshop or lecture that could qualify as multicultural as we have been discussing the concept in class. Write a 1000 word reflection of your experience and relate it to topics and themes discussed in the class.

**DUE DATE:** Varies (last day the semester, July 25th, is the latest you may turn this assignment in)

**Case Study and Reflection Paper:**

Write a 2,000 - 3,000 page paper on your own case study. This can be of a particular community, region, or identity group. There is a “how-to” guide for case studies that is available on canvas. I will provide the rubric as the due date is closer.

**DUE DATE:** First draft: July 10<sup>th</sup>  
Out for peer review: July 11  
Final draft: July 24<sup>th</sup>

**PEER REVIEW:**

**DUE DATE:** You will receive your blind review July 11<sup>th</sup>, They are due back July 17<sup>th</sup>

**COURSE ASSIGNMENT CALCULATIONS:**

Attendance and participation=**25%** Presentation = **15%** Out of Class Assignment = **25%** Case Study/ Reflection Paper = **30%**(**10% for 1st draft** Peer Review = **5%** **TOTAL=100%**

**Week-by-Week Schedule and Required Readings:**

**May 8th - Week One: Introduction to Multicultural Organizing**

Community Organizing is often a strategy of Placed Based Organizing. We will look at a several different locations as a focus of compelling placed based multicultural organizing. Together we will explore the story of this place, specific organizing strategies that are presented in this place and challenges and opportunities to organizing in each locale. This class is comprised of three main sections: multicultural theory, case studies and organizing strategies. For the first class we will go over the class expectations, guidelines, syllabus and assignments.



*Activities:*

- share object (with the whole group)

Required Readings: none

**May 15th - Week Two: Intersectionality and the Pillars of Oppression**

*Activities:*

- Collaboration exercise
- Privilege exercise
- We are from poem (share with small group)

***Required Readings:***

- Crenshaw, Kimberle. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43 (6). Stanford Law Review: 1241–99.
- Lorde, Audre (1983) There Is No Hierarchy of Oppressions
- Smith, Andrea. Undoing Racism: The Three Pillars of Oppression Smith

**May 22th - Week Three: CASE STUDY: STANDING ROCK**

This week we will focus on an area of the country that has recently been in the news. For many months now, thousands of courageous souls, led by Lakotas, Native Americans from across the country, indigenous allies from around the world, veterans, people of faith, and environmentalists, have been standing up in a truly awe-inspiring way. They have been standing up to water cannons in sub-freezing weather, rubber bullets, pepper spray and more to protect and defend their water supplies from the DAPL oil pipeline.

Organizing Strategy → Organizing from a place of SPIRIT

***Required Readings:***

- Whyte, Kyle Poyws Whyte. 2017. *#NoDAPL, Environmental Injustice, and US Colonialism*. Red Ink Press



- O'Connor, Roisin. 2016. "Standing Rock: North Dakota Access Pipeline Demonstrators Say White People Are 'Treating Protest like Burning Man.'" *The Independent*, November 28. <http://www.independent.co.uk/arts-entertainment/music/news/standing-rock-north-dakota-access-pipeline-burning-man-festival-a7443266.html>.
- *Accomplices Not Allies: Abolishing the Ally Industrial Complex. An Indigenous Perspective*

### **May 29th: Memorial Day - no class**

### **June 5th - Week Five - CASE STUDY: DETROIT**

1967 is often cited as a defining point for the City of Detroit. What happened in '67 is still hotly debated as either a Riot or a Rebellion. On the 50th anniversary it is a crucial time for us to reflect and think what, if any, lessons do we have to learn from '67 and what we are now witnessing in Detroit's revitalization? Gentrification?

Organizing Strategy → Organizing from a place of Creativity

#### ***Required Readings:***

- 1967 Detroit Rebellion African American Booklist. The Detroit Public Library p 7 - 17
- *Creativity and switching modes of consciousness* p103 (Anzaldua Reader)
- Copeland, *Building the Social Forum, Building Our Movement*. 2011. Souls

### **June 12th - Week Six: Organizing Strategy → Organizing from a place of LOVE**

#### ***Required Reading:***

- Brown, Adrienne Maree. 2016. *Emergent Strategies, How we recover and transform* p. 123 - 167
- Hooks, Bell. *Love as the Practice of Freedom*
- *Revolutionary Mothering: Love on the Front Lines*



### **June 19th - Week Seven: CASE STUDY: NEW ORLEANS**

Organizing Strategy → Organizing from a place of RAGE

#### **Required Readings:**

Lorde, Audre. 1997. "The Uses of Anger." *Women's Studies Quarterly* 25 (1/2). The Feminist Press at the City University of New York: 278–85.

### **June 26th - Week Eight: From New Africa to Africa**

#### **Required Readings:**

Lord, Audre. 2016. "Audre Lorde on Single-Issue Campaigns." *Kalfou* 3 (1). doi:10.15367/kf.v3i1.89.

Hooks, Bell. 1982. *Ain't I a Woman Black Women and Feminism*. Pluto Press.

### **July 3rd - Week Nine: Bhutan and the Happiness Index → towards solutions?**

### **July 10th - Week Ten: Movimento Sem Terra, World March of Women and other movements from the Global South**

#### **Required Readings:**

Dufour, Pascale, and Isabelle Giraud. 2007. "Globalization and Political Change in the Women's Movement: The Politics of Scale and Political Empowerment in the World March of Women." *Social Science Quarterly* 88 (5). Wiley Online Library: 1152–73.

### **July 17 - Week Eleven: Reflection and Celebration**

**PLEASE NOTE:** Again, this is a community organizing course. This means, your active participation, at all levels, is equally important (hence the above calculations) and is paramount to your successful completion of this course. Also, please note, there are no "formal"



assessments (i.e. quizzes, exams), also making your active participation even more important as this will be how you are assessed.

### **COURSE GRADES:**

The University of Michigan, School of Social Work, Master's Program is on a 9.0 grading scale, which translates as follows:

A+ -----9.0 B+ -----6.0 C+ -----3.0 D -----0 A -----8.0 B -----5.0 C -----2.0 E -----0  
A- -----7.0 B- -----4.0 C- -----1.0

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given

when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

### **GRADING SCALE:**

100-98=A+ 97-94=A 93-90=A- 89-87=B+ 86-83=B 82-80=B- 79-77=C+ 76-73=C 72-69=C-  
68-65=D+ 64-60=D

**PLEASE NOTE:** This is a course on community organizing. Due to this fact, in addition to the fact that it is the often unpredictable spring/summer semester, dates and assignments are very likely to shift. Being flexible is a very important part of community organizing. Thank you in advance for your understanding and flexibility!

*Please note this syllabus serves as an agreement between the professor and the student, but is subject to change. However, the professor will make every attempt to give ample notification to students.*