

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

Course #/term: 23280, Winter 2021

Time and place: Monday, 2:00p-5:00p, online

<https://umich.zoom.us/j/97588099590>

[\(Links to an external site.\)](#)

Credit hours: 3

Prerequisites: SW 560 or permission of instructor

Instructor: Diana WasaAnung'gokwe Seales

Pronouns: She, her, hers

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You may expect a response within 24 hours

Office: SSW CASC office

Office hours: by appointment

1. Course Statement

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.

a. 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 the existing practice to multicultural situations and develop emergent skills for the future.

b. 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.

c. Course objectives and competencies

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.

d. 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.

e. Curricular themes

- 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.

- Difference between a riot, rebellion, revolt, uprising & chaos.
- Difference between community organizing, (re)building & development.

f. Relationship 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.

g. Intensive focus on PODS

- *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.

2. Class Requirements

Assignment I. Self assessment (10% of course grade) The following assignment (approximately 2-3 pages) is due Monday February 4th, 2021:

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. (250 – 500 words)

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? (250 – 500 words)

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? (250 – 500 words)

SUBMISSION FORMAT: There will be a section dedication to self assessments on the discussion forum of CANVAS.

Assignment II. "Outside" Event - Remotely

Attend an event which has multicultural/ multilingual attributes within a social justice or social work context. This event should highlight an identity - you can do a deeper dive of your own identity by attending an event that aligns with some aspect of your identity or participate as a way to get to know an identity that you are less familiar with.

Describe the event and what you learned from the event.

(250 – 500 words)

SUBMISSION FORMAT: There will be a section dedication to outside event on the discussion forum of CANVAS.

Assignment II. Multicultural Organizing Topic (30% of grade) 3

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% of 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.

a. Text and class 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.

b. Class schedule

Week One: January 25th - Introduction to Multicultural Organizing

Community Organizing is often a strategy of Placed Based Organizing. We will look at 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 for 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

Week Two: -- ASYNCHRONOUS -- February 1st - Intersectionality and the Pillars of Oppression

PLEASE SEE asynchronous lesson under 'assignments' tab for complete lesson plan

Required Readings (can be found in files - under week 2):

- 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
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Week Three: February 8th- CASE STUDY: STANDING ROCK

ZOOM LINK: <https://umich.zoom.us/j/97588099590>

[\(Links to an external site.\)](#)

This week we will focus on an area of the country that has recently been in the news. 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

Activities:

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

Required Readings:

- Whyte, Kyle Poyws Whyte. *#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*

Asynchronous portion of class:

Learning Edge exercise

[Mni Wiconi: The Stand at Standing Rock](#)

[\(Links to an external site.\)](#)



[Standing Rock Documentary: Who, What and Why of the DAPL Protests \(Must Watch\)](#)

[\(Links to an external site.\)](#)



Week Four: February 15th - CASE STUDY: DETROIT

zoom link: <https://umich.zoom.us/j/97588099590>

[\(Links to an external site.\)](#)

Values and ethics for multicultural organizing

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:

- Alinsky, S. (1971). Rules for Radicals. *Chapter on "Of Means and Ends" p.24-47 & "Tactics" p.126-164.* New York: Vintage Books.
- 1967 Detroit Rebellion African American Booklist. The Detroit Public Library p 7 - 17
- Copeland, *Building the Social Forum, Building Our Movement.* 2011. Souls

Week Five: Feb 22nd - CASE STUDY: NEW ORLEANS

zoom link: <https://umich.zoom.us/j/97588099590>

[\(Links to an external site.\)](#)

Organizing Strategy → Organizing from a place of RAGE

Community organizing strategies

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.
- Klein, Naomi, 2006. "The Shock Doctrine in Action: New Orleans"
- Katina: The Debris. The "R" Word - Resilience
<https://www.npr.org/podcasts/411090412/katrina-the-debris>
- [\(Links to an external site.\)](#)
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WEEK SIX: March 1st - Spring Break

Week Seven: March 8th - Organizing Strategy → Organizing from a place of LOVE

Dialogue as a community organizing strategy

Required Reading:

- Dessel, A., Rogge, M. E., & Garlington, S. B. (2006). Using intergroup dialogue to promote social justice and change. *Social Work*, 51(4), 303-315.
- Brown, Adrienne Maree. 2016. *Emergent Strategies, How we recover and transform* 123 - 167
- hooks, bell. Love as the Practice of Freedom
- Revolutionary Mothering: Love on the Front Lines
 - https://soundcloud.com/parentingforliberation/revolutionary_mothering_interview_maia_williams
 - [\(Links to an external site.\)](#)
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 - <http://www.steinershow.org/podcasts/revolutionary-mothering-love-on-the-front-lines/>
 - [\(Links to an external site.\)](#)
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Week Eight: March 15th – March 14th – Towards solutions?

zoom link: <https://umich.zoom.us/j/97588099590>

[\(Links to an external site.\)](#)

Community based participatory research and evaluation

Movemento Sem Terra, World March of Women and other movements from the Global South

Part of the Movie, 'Happiness', will be shown in class

Happiness index exercise

Required 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
- 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.

Week Nine: March 22nd - Community visions for a better future and Indigenous and Afro-Futurism

An important part of community organizing is working towards a common goal. Being able to imagine a bright future not only boosts moral but it also inspires creativity. This week we will be focusing on a few pieces of science fiction that is rooted in community vision.

We will be watching two short indigenous futurism movies in class

Required Readings:

All Organizing is Science Fiction, Adrienne Maree Brown

Indigenous science (fiction) for the Anthropocene: Ancestral dystopia and fantasies of climate change, Kyle Powys Whyte

<https://www.thisamericanlife.org/623/we-are-in-the-future>

[\(Links to an external site.\)](#)

Week Ten: March 29th - VIRTUAL TOUR AND PANEL

Week Eleven: April 5th - Community organizing with women of color

Readings:

- *Creativity and switching modes of consciousness* p103 (Anzaldua Reader)
- Gutierrez, L., Lewis, E. (1994). Community organizing with women of color: A feminist approach. *Journal of Community Practice*, 1(2). 23-44
- Lord, Audre. 2016. "Audre Lorde on Single-Issue Campaigns." *Kalfou3* (1). doi:10.15367/kf.v3i1.89.
- hooks, bell. 1982. *Ain't I a Woman? Black Women and Feminism*. Pluto Press.

Week Twelve: April 12th – Presentations

Week Thirteen: April 19th - Presentations

DUE: ASSIGNMENT II. CLASS PRESENTATIONS ON ORGANIZING EFFORTS

Week Fifteen: April 18th- Self-reflection and Learning gallery (Bring artifact to class)

c. 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 A 94-97 A- 91-93

B+ 87-90 B 84-86 B- 81-83

C+ 77-80 <69 C 74-76 (no credit) 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.

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.

**Additional School and University
policies, information and
resources are available here:**

<https://ssw.umich.edu/standard-policies-information-resources>
[\(Links to an external site.\)](#)

. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*