1. 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 groups 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., interethnic planning and multigroup coalition-building). Students will be prepared for the roles that social workers can expect to serve in building a racially, ethnically, and religiously heterogeneous society.

2. 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 individuals and communities including forms of communication and styles of conflict. Several 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.
3. Course Objectives:
Upon completion of the course, students will be 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, which specify tactics and roles to address problems and issues affecting specific population groups.
6. Contrast existing community organization practice with emergent multicultural strategies, tactics, and roles.
7. Recognize and address issues of ethics and values arising in practice situations.

4. Course Design:
The course design will include readings, participation in discussions, written assignments, videos, 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 will be invited to address special topics. We will also make several visits to community organizations in Washtenaw Co. and Detroit, MI to speak with multicultural/multilingual organizers and learn from their experiences.

5. 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.
- 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.

6. 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.

7. Source Materials:

A. Required Text (Available at Ulrichs)


Recommended Text


B. Articles on Electronic Reserves (Available on SW 657 C-tools site)


**Course Responsibilities**

**Course Portfolio**

You will develop a course portfolio of your learning in this class over the course of the year. Portfolio learning is a self-directed, student-centered process, through which you have the opportunity to talk about yourself, what you are learning in a particular course, and how you integrate this learning into your MSW program and your career goals. Each portfolio experience is as unique as you are; no two are the same!

Although the portfolio experience varies from student to student, at the most basic level, the process is rather simple: you begin to collect "stuff" about yourself and your work. The actual items that you include in your portfolio very much depend upon you, your learning, and your career plans. After all, it is your portfolio!

You will turn in your portfolio three times during the term. This will provide me an opportunity to provide you with feedback. Typically, portfolios are kept in a 3-ring binder, but I encourage you to use what works for you and use your creativity. However, since this is a learning experience you will be graded on the quality of your work and will need to include at least the following "stuff":

The following materials are due May 22, 2006 (20%)  

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. Also, consider how you will assess your learning. (1-2 single spaced pages) (5 points)

2) A current resume (2 points)

3) A list of your skills, especially those related to this course and your career goals (e.g., "I communicate well with people", "I take responsibility for my own actions"). 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? (1-2 single spaced pages) (5 points)
4) An ongoing 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 to show evidence of your learning and growth in multiculturalism and multicultural/multilingual organizing. (2-4 double spaced pages) (5 points)

5) Any “artifacts” of your learning, documents such as brochures, newspaper clippings, anything that helps you tell the story of your learning. (3 points)

The following are due on June 19, 2006 (20%)

1) Written assignment—Select a cultural or lingual group that you would like to learn more about. Again, feel free to work individually or in a group. Take some time to consciously immerse yourself in this group, i.e., a neighborhood, social event, local hang out, church, mosque, synagogue, meeting, or organization. Observe the social interactions and how you feel in the situation. Read at least three source materials on this group and describe the group as it is represented in your readings. Engage in a self-assessment exercise in which you answer the following questions: What did I learn about this group when I was growing up? What differences and similarities do I see between myself and individuals in this community? Identify at least two values shared by members of this group and explore your feelings about them. To what degree do you share these values? What values do you find difficult to understand? To what degree do I embrace or have difficulty with traditional values of this group – how can this affect my work with this group? How can you best deal with any value conflicts? (5-8 double spaced pages) (10 points)

2) An ongoing 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 to show evidence of your learning and growth in multiculturalism and multicultural/multilingual organizing. Also include any changes or adjustments to your goals. (2-4 double spaced pages) (5 points)

3) Other “artifacts” of your learning, documents such as brochures, newspaper clippings, anything that helps you tell the story of your learning. (5 points)

The following are due on July 17, 2005 (20%)

1) Written assignment—Identify an individual, group, or program that engages in multicultural/multilingual organizing that you would like to more about. To the extent possible, volunteer or participate in the organizing effort. You may also choose to initiate an organizing effort. Feel free to work individually, but preferably in a group. Identify and describe the social issue or problem to which the organizing effort is aimed. Select 3 academic articles or research to read that addresses this issue and summarize how it relates to the individual, group, or program of interest. Also, talk and/or conduct interviews with key individuals or groups to better understand the organizing effort. Describe the organizing effort, its strengths, challenges, and accomplishments. Specifically, address how diversity of culture and/or language is addressed appropriately or inappropriately in the effort. Describe your role or efforts, as applicable. What recommendations would you make for improving the organizing effort? We will use each other as resources for potential organizing project ideas and explore options in class. (5-8 double spaced pages) (10 points)
2) Final reflection of what you have learned in the class 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 to show evidence of your learning and growth in multiculturalism and multicultural/multilingual organizing. (2-4 double spaced pages) (5 points)

3) Any “artifacts” of your learning, documents such as brochures, newspaper clippings, anything that helps you tell the story of your learning. (5 points)

Learning Gallery (10%)

On the last week of class, you will present the culmination of your learning to the class. This can take whatever form you like. It can also focus on any aspects of learning from class including your cultural group analysis, organizing effort, etc. For example, it can be a poster, video, pictures, artwork, collage, an object, anything that you feel represents your learning for the class. We will display your learning piece as part of a gallery of pieces from other students. Each display should be accompanied by a short narrative that describes the piece and how it represents your learning. If you worked in a group, feel free to have a group piece. The class will enjoy potluck while we explore each others pieces. This will be followed by a class discussion of what we have learned from each other.

Class Participation (30%)

Each week we will engage in group activities, field trips, and discussion, therefore attendance is very important. Students who attend every class session and 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+ 97-100
- A 94-96
- A- 91-93
- B+ 87-90
- B 84-86
- B- 81-83
- C+ 77-80
- C 74-76
- C- 70-73
- <69 (no credit)

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 or 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.

You should turn in all written assignments on time. Having assignments in on time will assist me 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 that require
documentation. If you expect that you are going to be late turning in an assignment, let
me know as soon as possible so I can plan accordingly.

Please try to anticipate your responsibilities and start your assignments well in advance
of the due date. Be sure to have a back up copy on disk in case I misplace your work
(which I hope is not the case!).

**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 me 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. I 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, I 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. I 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. If you must carry a pager, please
set it to vibrate only.

**How to find me:**
Michael Spencer, MSW, PhD
Email address: spencerm@umich.edu
Office Room #: 2728 SSWB
Office: 764-7224
Course Schedule

Week 1: May 8, Introduction and Overview

Activities
- Group and individual introductions
- Overview of course and requirements
- Portfolio assignment
- Multicultural Ground Rules
- Culture and Organizing

Week 2: May 15, Identities, Positionality, and Multicultural Community Organizing

Activities
- Community Building
- Entering a community: Insider/Outsider issues

Readings
- Rivera—Ch.1, 2

Week 3: May 22, Approaches to Organizing with Diverse Communities

Activities
- Part I of Learning Portfolio due
- Guest speaker: Janet Ray, Harms Elementary Communities in Schools

Readings
- Rivera—Ch. 3, 4

Week 4: May 29 NO CLASS MEMORIAL DAY

Week 5: June 5, Community Empowerment Strategies

Readings
- Rivera—Ch. 5, 6
Week 6: June 12, Multicultural Community Based Organizations

Reading:
Rivera—Ch. 10, 12

Week 7: June 19, Multiethnic Coalition Building Strategies

Field trip to REACH Detroit—Giancarlo Guzman and Richard Trice

Activities
Part II Learning Portfolio due

Readings
Rivera—Ch. 7, 8, 9


Week 8: June 26, Grassroot Organizing

Activities
Field trip: Trotter Multicultural Center—Karen Staller (U-M SSW) and Katie Doyle (Ozone House) Organizing services for runaway youth

Readings:
Rivera—Ch. 11, 12


Week 9: July 3, Social Action Strategies

Readings:
Rivera—Ch. 13


Week 10: July 10, Community Education Activities

Activity: Guest speaker: Eun Joo Lee, New Visions, Alliance to End Violence in Asian/Asian American Communities
Readings:


Week 11: July 17, Learning Gallery

Activities:
Part 3 Learning portfolio due
Learning Gallery
Course Evaluations
C. Additional Readings

Cliffs: Prentice Hall.


culturally appropriate model for consensus building. The International Journal of

realities of race, class, and sex. Schenkman: Cambridge, MA


Social Work Practice. (pp. 81-97). Columbus, OH: Merrill.

of Childhood. Feminist Review 45, 51-84

Gallegos, J. (1984). The ethnic competence model for social work education. In White,
B. (Ed). Color in a White Society. Silver Spring, MD: NASA.

work. Social Work, 40(2), 198-205.


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coalitions. In T. Mizrahi & J. Morrison (Eds.), Community organization and Social
Administration: Advances, trends and emerging principles (pp. 11-40).
Binghamton, NU: Haworth Press.


