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:

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 will be invited to address special topics. Videos will be shown throughout the course to present a national and international perspective.

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. Books


B. Articles


Course Responsibilities
Responsibilities 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 will be invited to address special topics. Videos will be show throughout the course to present a national and international perspective.

Assignments: (45%)
1. Cultural Competence Contract: One goal of this course is to increase our cultural competence for working within and between communities of color. In order to work toward this goal, each student will contract to engage in activities that tap into the different dimensions of cultural competence (cultural knowledge, self-knowledge, application of knowledge). A list of suggested activities to meet these goals will be distributed in class. During the term each student will complete a journal that will focus on what was learned from each activity. The journal will be due for review and comments three times during the semester. On the final day of class we will spend some time sharing our process and practice guides with other students.

2 Cultural Knowledge:
- Identify an aspect of the group that you would like to know more about.

Use current research to leaner more about this topic
- Identify a “cultural guide” who can help you to learn more about the community. With this individual participate in different activities within the community.
- Read at least two biographies or novels focused on this group. Compare and contrast the experiences of the main characters in the books and how their differences and similarities might reflect the nationality group, gender, sexual orientation, region, etc. of the protagonists.
- View two videos that focus on the experience of your specific group. In your journal identify what you learned from viewing these videos.

3 Self Knowledge:
- In your journal reflect on your reactions to the class, readings, and other assignments. Identify what you are learning about your self in relation to multiculturalism and what you are learning about the multicultural organizing. At various points, read over you entries and describe how you assess your learning.
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? To what degree do I embrace or have difficulty with traditional values of this group – how can this affect my work with this group?

Take a “field trip” to an ethnic community, church, mosque, synagogue, meeting, or social service agency. Take at least tow or three hours to immerse yourself in the experience. Observe the social interactions and how you feel in the situation.

In your journal identify a least three traditional values as presented in our readings and explore your feelings about them. To what degree do you share these values? What values do you find difficult to understand? How can you best deal with any value conflicts?

4 Application of knowledge:

These activities should involve translating what you have learned about the group into implications for practice. In our class session on July 15 we will break into group of students who have focused on similar populations. These groups will identify issues and practice principles that involve community organization practice with this group. In your journal, identify these issues and practice principles and how you will use them in you own practice. In our final class session every student will present what they learned about working with this group.

Each Part is due on the following schedule:
1. One page Cultural Competence Contract: May 13
2. Cultural Knowledge June 10 (15%)
3. Self knowledge: July 1 (15%)
4. Application of Knowledge and summary of learning: July 22 (15%)

Group Assignments

A critical skill for multicultural, multilingual organizing involves working with others. In order to develop this skill we will work in groups to complete a written assignment, in class presentation, and an action project. Class time will be provided for working in groups. The paper, presentation and project will focus on a specific strategy for multicultural, multilingual organizing. Students are encouraged to be creative in their use of lecture, role-plays, small group exercise, videos, guest speakers or other media. This presentation will make up 20% of your grade.

Paper: This paper should have two parts

A. In the first section, identify the issues and strategies involved in multicultural organizing which are relevant to this topic. For example, if your topic is multicultural coalition building, your paper will review relevant literature on multicultural coalition building, identify problems and issues which can arise in a multicultural context, and develop specific strategies that will address these problems and issues.

B. The second section should reflect the process and outcome of an action project, which the group will conduct in a filed placement, the university, or the community at large. This action project should use the strategy you are focused on to engage in multicultural organizing. For example, the group working on multicultural coalitions could organize or participate in a multicultural coalition on the campus or in the community at large. This section of the paper should be a description of the project and an analysis of the work that you did. This paper should be 10-12 typed, double spaced pages in APA style. Students will receive a group grade for this paper. The paper will be due July 22. This paper will make up 25% of your grade.
Class Participation:

Each week we will engage in group activities 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. This will make up 10% of your grade.

Grading

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>B+</td>
<td>87-90</td>
<td>C+</td>
<td>77-80</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
<td>B</td>
<td>84-86</td>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>A-</td>
<td>91-93</td>
<td>B-</td>
<td>81-83</td>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>&lt;69</td>
<td>(no credit)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grades in the B range reflect satisfactory completion of course requirements (competent performance). C grades reflect less than satisfactory work. A D indicates deficient performance and is not acceptable at the graduate level. A grades are given for exceptional individual performance. Assignments turned in on time can be revised if students desire.

Readings

Readings for this course have been selected very carefully based on feedback from students in previous courses. Students should come to class having read the material and prepared to discuss and work with what has been covered. Some classroom exercises have been developed to synthesize and apply the readings to practice.

Books:
These books are available at Ulrichs on S. University and E. University. All books and the coursepack will also be placed on reserve at the Social Work Library.


Reader:
A course pack of additional readings is available at ACCU-Copy on E. Liberty

How to find me:
Julio Cesar Guerrero MSW, MA
Email address: camila@umich.edu
Office address: 111 E. Catherine Victor Vaughn Building 3rd Floor
Office 647-8933
Home 995-5918
Cell 223-7245
COURSE SCHEDULE

Week 1: May 6, Introduction and Overview
Activities
Group and individual introductions
Overview of course and requirements
Defining multicultural organizing
Create and meet with working groups

Week 2: May 13, Core Concepts of Multiculturalism and Communities
Cultural Competence Contract due
Activity
Outlining multiculturalism
Creating community maps
Working groups meet
Readings
Group one read:


Group Two Read:
CULTURE, Chapter 1(Race, Ethnicity and Social Services)


Group Three Read:
CO, Chapter 1(A Time of Fear; A time Of Hope)


Week 3: May 20, Overview of Community Empowerment Strategies Activities
Video on Community Empowerment
Working groups meet
Readings
CO: Chapter 12: (Community Development and Restoration)
BEYOND, 1-28 (Forward, Introduction, Power Concedes Nothing without a Demand)


Week 4: June 3, E Pluribus Unum: Identifying Intrapersonal and Interpersonal Issues

Activities
Cultural competence exercises
Intergroup dialogues
Working groups meet

Assignments: Cultural Competence Contracts Due

Readings
CULTURE: Chapters 3(Cross Cultural Social Work) & 4(Language and Cross Cultural Social Work)

Week 5: June 10, Intracommunity and Intercommunity Issues

Cultural Knowledge paper due

Activities
Starpower simulation and discussion

Readings
CULTURE: Chapter 5 (Cross-Cultural Problem Resolution), 10(Cross Cultural Learning: How its Really Done)
BEYOND: Chapters 2(Bridging Race, Class and Sexuality for School Reform) and 3(Building Class Solidarity Across Racial Lines)

Week 6: June 17, Dialogue and Discussion: Approaches to Multicultural/Multilingual Organizing

Activities
Synthesizing activities
Working groups meet

Assignments: Cultural Knowledge Due

Reading:
DIVERSE: Chapter 13(Epilogue) and Appendix (Examples from Training Manual—Center for Third World Organizing)
**Week 7: June 24, Multicultural Community Based Organizations**

**Activities**
Visioning exercise  
Group role-play  
Working groups meet  

**Readings**
CULTURE: Chapter 2 (Help-Seeking Behavior: The Cultural Consideration of Care)  
CO: Chapter 6 (A Feminist Perspective on Organizing with Women of Color) and 8(The Japanese-American Community and Community Organizations)  
BEYOND: Chapter 9 (Having the Tools at Hand: Having Successful Multicultural Social Justice Organizations)

**Week 8: July 1, Social Action Strategies**

Self Knowledge paper due  
Working groups meet  

**Readings:**
Journal of Community Practice, 2(4) pg. 7-26.
CO: Chapter 2 (Community Development with Native Americans) and Chapter 5(Cultural and Political realities for Community Social Work with Puerto Ricans)

**Week 9: July 8, Social Planning Strategies**

**Activities**
Student Presentation  
Working groups meet  

**Readings:**
CO: Chapter 4 (The House on Midland)  
Week 10: July 15, Coalition Building Strategies

Activities
Working groups meet
Student Presentation

Readings
BEYOND: Chapter 4(Operation Harriet Tubman), Chapter 6 (Contesting the Price of Mexican Labor) and Chapter 7(Linking Community Safety with Police Accountability).


Week 11: July 22, Community Education Activities

Application of Knowledge paper due

Activity
Student Presentation
Sharing of cultural competence outcomes: What we have learned: work with small groups to synthesize and develop practice principles based on cultural competence activities

Readings:
CO: Chapter 11(Southeast Asians in the United States)

Cultural Competence Contracts

One goal of this class is to develop cultural competence for working within and between communities of color. Models of cultural competence differ but most focus on developing knowledge of the cultural group, self-knowledge, and ability to apply that knowledge. In this course, each student will focus on one specific group (e.g. Asian Americans, women of color, Haitian Refugees, etc.) in order to gain in depth knowledge. This group should differ in at least one way from the student’s social identity group memberships. Through developing increased skills for cultural competence with one group, this assignment will provide a model for developing competence with other groups.

In this course each student will develop a plan to begin work in these three areas in relation to a specific group and submit them in contract form by May 13. Activities to meet the requirements could include reading a series of articles, interviewing key informants, viewing videos or movies, or other activities that involve cultural learning. The book, Cultural Awareness in Human Services, is a good resource. In order to evaluate progress, each student should keep a journal in which she or he documents reactions, ideas and learning related to the activities. This journal will be due three times during the semester. In our final class session we will spend some time discussing what we did and what we learned through this process. Evaluation and grading of progress will be carried out collaboratively with the instructor.

All of our readings provide useful information for the cultural competence contract. In addition, Part Two of Cultural Awareness in the Human Services and Chapters 2 through 11 in Community Organizing in a Diverse Society are excellent resources for information about specific groups. The can be a good starting point for Cultural Knowledge section of the assignment. The following list describes some activities that students have found useful. Please treat these ideas as resources for thinking about ways to develop cultural competence.