

GUIDE TO STUDENT RECOMMENDED *dije* COGNATE COURSES

About this Guide

This guide was designed by the School of Education *dije* implementation team in the spring of 2018 and wholly informed by SOE students. It will be periodically updated with entries from SOE students recommending *dije*-related cognate courses offered in other schools and departments across the University of Michigan. Use the “Find” tool by pressing “Command” and “F” to find a class in a specific program or one taught by a specific professor. The list of recommendations is not exhaustive or endorsed by any SOE official. It reflects individual SOE student’s perspectives and experiences that have been generously offered for their peers. Please email the current SOE *dije* Implementation Lead during the academic year if you have any questions or would like to contribute a course recommendation. All courses are graduate courses (given the high number of graduate student responders) unless otherwise noted.

Department of African American Studies / Sociology

Course: SOC 634/DAAS 634 The Urban Ethnographic Tradition: Theory, Method, Standpoint

Professor: Dr. Alford Young, Jr. (2 Recommendations)

Focus: From the syllabus: "This course provides a critical consideration of contemporary literature in the urban ethnographic tradition, one of the oldest and most renowned subfields in sociology. Race and class-based social inequality are central themes in this tradition. Hence, the literature in this course will focus on these issues. More specifically, this course will involve an exploration of how social actors in various race and class categories react and respond to - and, thus, ultimately help create - different dimensions of the urban experience. The literature for this course includes a post-World War II

era "realist" ethnography (Tally's Corner) and then turns to a series of contemporary works that reflect diverse theoretical and methodological orientations... Finally, attention will be given to where and how each work fits into the intellectual history of ethnographic research and the social and cultural dynamics in American urban life at the time of its publication."

Favorite Thing: This course is an excellent complement to qualitative methods courses offered within the School of Education. One of my favorite things about the course was the focus on exploring and analyzing ethnographic research in terms of theory, method, and standpoint. The course readings fostered rich in-class discussion and written reflection. Course assignments included a series of short critical reaction papers that provided the opportunity to engage in critical writing that was quite different from the writing typically assigned in my SOE courses.

Tips: Be prepared to read, react to (in writing), and engage in rigorous in-class discussion about one ethnography per week throughout the duration of this course.

Additional Review:

Al Young's Urban Ethnographic Traditions (694) has a book and a couple of articles a week, which is a lot. But all the material is worth it, and you can learn strategies for quicker reading along the way, which proved invaluable for me.

Gender Studies

Course: Women's Studies 601 & 602: Feminist Methods in the Social Sciences & Humanities

Professor: Dr. Peggy McCracken

Focus: The course asks the question: What is feminist scholarship and what does it mean to do feminist scholarship? We examined a number of different feminist scholars' responses to that question, and explored it in our own way as well.

Favorite Thing: I enjoyed meeting the students from a range of disciplines who took the course. Their perspectives enriched our discussions. I also appreciated that the instructor recognized that students had a range of goals and research agendas, and most assignments were designed so that students could adapt them to their particular needs.

Tips: Women's studies classes often draw students from across the university. Hearing and engaging with their perspectives helped improve my own work. So take advantage of the range of methods and backgrounds in the room!

Department of History

Course: History 261: United States from 1865 to the Present
(Undergraduate Course)

Professor: Dr. Anthony Mora

Focus: This class focuses on the history of the United States from the end of the Civil War to the present. It also focuses on following historical storylines that are not commonly studied due to years of oppression.

Favorite Thing: Professor Mora taught lectures about not only the history we had covered in other American history courses, but also the untold stories of people with identities that had been oppressed out of history books prior. He used his personal identities to form connections between historical events and his own story. My favorite part of lectures was that Professor Mora told history in a story-like fashion, which was far more engaging as we could learn about historical figures as real people rather than names in a book. Sections centered on books about unique racial, gendered, sexuality, socioeconomic, and ethnic identities and discussions were lively and enlightening.

Tips: The books discussed in section may seem disconnected at first, but if you pay close attention, you will find fascinating parallels to the course through people's stories who are generally forgotten in traditional history courses. Additionally, pay close attention in lectures because no lecture slides or recordings are posted online to reference later.

Law School

Course: LAW 640 Critical Race Theory

Professor: Dr. Martha Jones

Focus: This course explored critical race theory, as an intellectual movement that has sought to reexamine the terms by which race and racism have been understood in the American consciousness.

Tips: Utilize the access to the law library.

Department of Philosophy

Course: Philosophy 677: Social Philosophy – Focus on Race, Education, & Justice (2 Recommendations)

Professor: Dr. Derrick Darby

Focus: Race, Education, and Justice

Course Summary: “This seminar will examine the nature of our ethical obligation to eradicate racial injustice in the American education system. What makes this system racially unjust? What counts as evidence of racial injustice? What lessons can we learn from history to arrive at principles of corrective racial justice? In addition to developing the necessary methodological, normative, and conceptual resources for our inquiry, and attending to empirical data on racial disparities in education, we will consider the history of race in American education, paying special attention to how whites and blacks were systematically afforded unequal education, and to how race is constructed in K-12 schools today. We will read from various contemporary and historical sources including selections on race, gender, and education by Anna Julia Cooper and W. E. B. Du Bois. The main course book will be *The Color of Mind: Why the Origins of the Achievement Gap Matter for Justice*.”

Favorite Thing: Professor Darby is absolutely amazing. The readings for the class were enlightening and perfect for the topic. One of my favorite things about taking this class however was engaging in dialogues with the philosophy doctoral students. In the School of Education, many of the students have the same views in terms of looking at racial inequalities in education. While the philosophy students have very similar views as well, they talked about them in such a different way that was extremely engaging and eye opening.

I thoroughly enjoyed this course for multiple reasons, the first being that there was mixture of philosophers and education practitioners in the class

applying philosophy to issues in education, specifically racial injustice. We discussed education philosophers of color (i.e. Anna Julia Cooper and W.E.B. Du Bois) in conversation with current philosophers that provide frameworks for solving issues within education (Elizabeth Anderson, Charles Mills, Bernard Boxill, Derrick Darby). Another reason I enjoyed the course was because of the enthusiasm Professor Darby brought to the course each week. He pushed us to test the boundaries of theory and practice and discuss solutions to the problem of systemic injustice and racial inequities in education.

Tips: TAKE IT!

Department of Psychology

Course: PSYCH 808 Urbanity and Prosocial Development

Professor: Dr. Jacqueline Mattis

Focus: How urban settings influence intergroup relations and identity development.

Favorite Thing: This was the best course I've taken in Michigan—in my life, actually. Dr. Mattis is incredibly wise, patient, thoughtful, and compassionate. Her review of how our lived environments shape our relationships (and vice versa) was enlightening and allowed me to rethink everything I thought I knew about environmental resources and structures. Discussions went beyond class time every session (by our choice) as we delved deeper into not only the readings, but our own biases and experiences. I recommend this course to every student interested in taking a step back from their own perspectives on the intersection of the environment and the personal to reexamine their worldview.

Tips: Be prepared to reevaluate issues of context, identity, power, oppression, racism, and social systems.

Ross Business School

Course: MO 605 Leading Inclusive Organizations

Professor: Dr. Valerie Myers

Focus: The course focuses on concepts, strategies, and practices that students can apply in their organizations to think critically, increase performance, create a more inclusive workplace, and reduce bias. Business cases are analyzed to look at how organizations could change their behavior to be more inclusive and therefore more profitable.

Favorite Thing: This course took a non-social justice approach to diversity and inclusion in for profit businesses and organizations in general. While that may seem counterintuitive to our *dije* values, I found that the business perspective to diversity was different and helpful. Our personal and professional educational experiences and training have been centered around social-justice approaches and perspectives in education, but we WILL encounter folks in our work who just don't buy into the social justice reasons for diversity. This course was helpful to me in developing the vocabulary necessary to advocate for diversity to someone who may be resistant to it. Moreover, this class actually challenged me to question my own thinking and decision-making processes and see if they were truly intentional about creating inclusive organizations. Through case studies, videos, art interpretation exercises, reflections, and discussions with students very different from myself, I had to refine my thinking and was able to consider if and how my thinking led to the creation of diverse and inclusive organizations.

Tips: Contact professor to enroll. If this approach does not work, try to enroll online again at beginning of semester.

Course: MO 561 Interpersonal Dynamics in Management

Professor: Dr. Paula Caproni

Focus: The focus of the course was interpersonal communication and the workplace. We discussed growth mindset, how to work with other members of a team effectively, and how to bring out member's strengths and building a positive work environment. This is a very practical and applicable course.

Favorite Thing: This course is very unique; it is designed for part-time/weekend MBA students and only meets 5 times for full day (9am -4pm) periods but is 3 credits. The schedule was Friday, Saturday; Friday Saturday, and a half day for the final Saturday for our final presentations. In my opinion, this was a very easy way to earn 3 credits during the summer term. When I took the course there were 6 other part-time CSHPE [higher education]

students in the course as well, which was really fun. We were all in a final group project together. The course focuses on understanding characteristics that predict professional and personal success. We watched a lot of TED Talks and videos to help express why some high potential individuals excel on the job while others derail. The course focused on five foundations of effective relationships: self-awareness, developing trust, communicating effectively, leveraging diversity, and developing power and influence. It also focused on three types of work relationships every professional faces—relationships with direct reports, peers, and bosses. Each of these relationships has rewards and challenges. We also discussed the foundations of high-performing teams. My favorite part of the course was when we focused on "crafting a life" that is both professionally and personally rewarding (e.g., work/life balance). There are a lot of fun activities in this course and the days flew by—it almost felt more like a series of two day conferences rather than a traditional class. The assignments for this class include an individual paper in which you develop an action plan designed to help you achieve your work/life goals, as well as a practical and creative team skill-training module designed to enhance class members' effectiveness, career development, and/or quality of life. The team skills training module was presented on the last day of class.

Tips: Spread the word about the course and take it with other CSPHE students! This way you can all be in a group together for the final project and choose a topic related to education rather than work with the MBA students.

Rackham Graduate School (Disability Studies)

Course: 580 Disability Studies RACKHAM (both graduate and undergraduate)

Professor: Dr. Robert Adams

Focus: Disability and Design

Favorite Thing: RACKHAM 580 is a course offered through the University of Michigan's Initiative for Disability Studies. It is cross-listed between all colleges and open to all graduate (and even undergraduate) students. In this course, I had the opportunity to think about disability as an identity and what disabled experiences, bodies, and perspectives express about human diversity. I especially enjoyed our second project in which we interviewed

professionals and students who identify as disabled and/or work in the field of disability. Students were also provided with a breadth of options in terms of how they could approach projects, allowing students to individualize their experience.

Tips: Go into it with an open mind. The variety of students present in the course provide a number of perspectives. Additionally, the course focuses on the social model of disability and challenges students to think of disability outside of deficit-based perspectives. The course is also taught by a rotating trio of professors associated with the University of Michigan Initiative for Disability Studies, so students should check which one will be teaching it. Furthermore, they should decide if they want to take it for 1 or 3 credits—a decision that usually only affects the coursework expectations of students.

School of Social Work

Course: SW 657 Multicultural and Multilingual Community Organizing

Professor: Dr. Diana Copeland

Focus: Groundwork for community organizing across cultural differences, and pillars that would help practitioners effectively organize groups for social justice in any setting. Very applicable to any educational setting.

Favorite Thing: Great for DSJHE students. Small class, and we often went outside because it is in the summer. Almost all readings were authors of color and/or folks from other marginalized backgrounds so it was a refreshing difference from CSHPE [higher education] readings. Low work and reading load, most of the "work" is in the discussions in class. Focus on self-awareness and tackles topics like privilege within organizing, types of organizing. Diana Copeland is awesome and has been an organizer for many years in Detroit with her husband Will Copeland. Her real-life experience examples in class were very helpful. Because of her connections, she brought in many local organizers to class. FYI: It's a 4-hour class, once a week, which felt very long sometimes.

Tips: You will have to petition to get in the course (<https://sww.umich.edu/msw-student-guide/section/102.00/3/entry-to-closed-school-of-social-work-courses>)

Course: SW 605 Infant and Child Development and Behavior

Professor: Dr. Julie Ribaudó

Focus: Theories of infant and child development from a social work perspective that combine psychology, neuroscience, and education. Discusses protective and risk factors for children with a particular emphasis on marginalized student populations.

Favorite Thing: The professor of my section (Julie Ribaudó) was amazing because she is extremely knowledgeable of the literature in the field, actively pursues perspectives of students from different domains, and intentionally discusses how the theories relate to both practice and *dije* initiatives.

Tips: Take Julie Ribaudó's section.

Course: SW 663 Grant Writing and Fundraising

Professor: Katie Foster

Focus: This course focuses on fundraising and grant writing and fundraising for nonprofit organizations.

Favorite Thing: In the winter 2018 semester, we wrote grants for Ypsilanti Meals on Wheels. The instructor of the course also allows students to write grants geared toward their internship placement, if at a nonprofit. As this is a SSW course, the majority of students come from a social work background. Class discussions revolved around issues of equity and social justice within the context of fundraising. We also discussed ethical issues that may arise when working with vulnerable populations. This course is practical for those who may be interested in working at a nonprofit and those who may be interested in working with vulnerable populations.

Course: SW 707- LGBT Clients

Professor: Dr. Laura Sanders

Focus: Practical skill-building and foundational knowledge development focused on the specific needs of the LGBT community.

Favorite Thing: This class places a huge emphasis on practical counseling techniques, including extensive role-play. If you are interested in working in LGBT Affairs, or if your practice will regularly bring you in contact with LGBT students, you will find this class extremely valuable.

Tips: It is a class that requires extensive personal reflection about your own social privilege. Be prepared to get uncomfortable and grow.

School of Urban and Regional Planning

Course: Urban Planning (UP) 655: Neighborhood Planning

Professor: Dr. Harley Etienne

Focus: Great class on neighborhood planning and how race and class intertwine with the ways neighborhoods are built.

Favorite Thing: I really liked this class because it provided an intersectional lens for looking at and understanding neighborhood planning. As someone who is interested in education policy, it provided me an additional lens to look at the ways in which schools are created via neighborhoods as well.

Course: Urban Planning (UP) 657: Race, Difference, & Social Justice

Professor: Dr. Harley Etienne

Focus: Though it's an urban planning course, we read widely, including works by historians, philosophers, political scientists, sociologists, and of course urban planners. The topics align with one of the three themes: race, difference, and social justice.

Favorite Thing: Harley takes on the challenge of talking about race, which I loved. I also loved thinking about the three themes together—race, difference, and social justice. Too often, I hear people talking and writing about social justice without really operationalizing justice. Also, I learned more about the construction of cities, and how inequality manifests spatially through intentional and racialized ways.

Tips: Stay with it. Many people drop out of the class after the first week or two. Also, the reading load is just right—they're interesting readings, so even the different disciplinary bends are digestible.

Other Courses

ANTHRO 652: Ethnographic Writing (with Professor Ruth Behar)

MENAS (Middle Eastern and North African Studies) 463: Arab-Israeli conflict (with Professor Jeff Stanzler) (Undergraduate Course)

PUBPOL 717: Social Activism with Yazier Henry (No comments shared)

PUBPOL 750: Public Policy and Education (2 Recommendations)

The class asks you to describe what policies are the best driver for change in our society. This class was a great addition to my coursework as it specifically looked at policies, how they are created, and how they are enacted. We had some great paper topics such as which policies would we propose, and what would be our measures of success.

SOC 547- Gender and Sexuality (with Professor Fatma Gocek)

This class examines the construction of gender and sexuality in a sociological context. It is very approachable even for someone without a background in sociology. It is very much about challenging preconceived notions, and it is taught from an intersectional and colonialism-critical framework. For those who are really interested in things like social policy as it intersects with gender and sexuality, this class is amazing. It is not LGBT-focused, but LGBT content is common. Instead, it really focuses on deconstructing the how and why of how gender and sexuality are constructed socially, and the impacts that has on the most marginalized people. Make sure you keep up on the readings. The more you are able to integrate understanding across topics, the better you will do in this course.

Any of Fatma Gocek's classes are wonderful because she is a critical theorist and is able to teach theory through her drawings.

SOC 595 Postcolonial Theory (with Professor Fatma Gocek)

I loved this postcolonial theory class and think anyone considering themselves a critical scholar should take it.

WOMENSTD 531- LGBTQ Studies

This class is a survey of the LGBT history and LGBT Theory. It is very "academic", with some pretty intense reading followed by in-depth discussion for deeper understanding. For those who are interested in critical theories and bringing post-structuralism into education, this is an extremely impactful class. For someone without a strong interest in the subject area or a decent grounding in queer experiences, it may be a little overwhelming. Be prepared to read A LOT. The readings are intense and often extremely challenging.

Other Recommended *dije-oriented* Professors Across U- M (not mentioned already above)

- ❖ Matt Lassiter -History