# M | SCHOOL OF SOCIAL WORK
## UNIVERSITY OF MICHIGAN

**Social Justice and Diversity in Social Work**
**SW 504, Section 002 Fall 2015**

Instructor: Julie D. Cushman, LMSW, ACSW, CAADC
Office: 2766 SSWB
Home: 734-975-0775
Cell: 734-845-0867
jcushman@umich.edu

Classroom:  Room B760 SSWB
Tuesday's  9:00 a.m. – 12:00 a.m
Office hours: TBA/by appointment
Prerequisite: None
Foundation HBSE Course; required for all MSW students

**Course Description:**
This required foundation course is designed to increase students' awareness, knowledge, and critical skills related to diversity, human rights, social and economic justice. The topics of this course include developing a framework for 1) engaging diversity and differences in social work practice and 2) advancing human rights and social and economic justice. We will explore the knowledge base that underlies skills needed to work towards justice. These include types and sources of power, multiple social locations, social constructions, social processes, social identities, conflicts, and how all these interact. A major emphasis is on developing skills in critical contextual thinking and analyses, and in praxis, learning to use knowledge and theory to recognize and critique underlying assumptions and paradigms, and inform working for change. Multiple kinds of boundaries are especially important—across groups, between organizations and system levels, and within and between people, related to intersecting social locations.

**Course Content:**
Students will actively explore how societal power and diversity characterize and shape the human experience, and are critical to the formation of social structures, cultural understandings, group and organizational processes, and identities. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. In this course, students will learn how current experiences of privilege and oppression are shaped by historical forces, societal structures, social constructions, group and interpersonal processes, and human understandings, including an understanding of the institutional, organizational, policy, and socio-cultural arrangements that contribute to them. Additionally, this foundation course will explore formulations of human rights, including positive rights, and negative conditions that need to be eradicated. This course also studies how social justice and injustice occur in organizations, institutions, and society, relevant theories that can inform work for justice (e.g., critical race theory, and components of many theories), and how mechanisms of oppression and privilege work (e.g., marginalization, exploitation, violence, cultural hegemony, and powerlessness).

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

1. Describe community and organizational work for social change.
2. Demonstrate knowledge and skills for working for justice, enacting critical consciousness, and engaging and addressing issues of power and diversity. (4.2, 4.3, 4.6, 4.7)
3. Describe the dynamics of difference and dominance/oppression are and how they impact human functioning and social relations within and across diverse groups. (4.1, 4.5)
4. Describe how structural differences in society are shaped by historical, psychological, social, and political factors. (4.1, 4.5)
5. Demonstrate knowledge of social locations, constructions, processes, and identities and the diversity within these. This includes increased knowledge about the forces that shape complex selves, relationships, and worldviews.. (4.2, 4.3)
6. Demonstrate skills in critical contextual thinking, applying multiple theories and frameworks to illuminate underlying assumptions, biases and possible opportunities, and engaging in praxis.
7. Demonstrate awareness of the sources of power, how to mobilize power towards positive change, and ways to challenge oppressive assumptions, biases, and prejudices (4.2, 4.3)
8. Describe methods for continuing a lifelong process of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society. (4.2, 4.4, 4.6, 4.7)

**Relationship of the Course to Curricular Themes:**

- *Theme Relation to Multiculturalism and diversity*: is addressed from the perspective of critically considering how diverse dimensions (such as ability; age; class; color; culture; ethnicity; family structure; gender - including gender identity and gender expression; marital status; national origin; race; religion, spirituality or worldview; sex; and sexual orientation) are socially constructed, embedded in societal structures across system levels, and maintained through social processes and intra and interpersonal relationships and schemas

- *Theme Relation to Social Justice and Social Change*: is addressed from the perspective of critically analyzing theories and conceptualizations of justice, current trends and ethical issues and their implications for promoting social justice and social change, by considering the influence of normative rules and conditions. Additional focus will be directed towards how structural and institutional conditions affect the opportunities and well-being of different populations (advantaged and disadvantaged groups) in society.

- *Theme Relation to Promotion, Prevention, Treatment and Rehabilitation*: is addressed from the perspective of critically considering how varied ideological, theoretical and empirical perspectives influence the definition of social problems and, subsequently, the ways in which institutional policies and practices address access, promotion, prevention, treatment, and rehabilitation.

- *Theme relation to Behavioral and Social Science Research*: will be reflected in the theory, social science literature and research covered characterizing and analyzing macro-level structures, processes and their bearing and implications for the well-being of different vulnerable and disadvantaged groups and populations in society, as well as how marginalized groups exert agency and influence society.

**Relationship of the Course to Social Work Ethics and Values:**
The NASW Code of Ethics will be used to give students direction about ethical issues as they relate to the experience of marginalized groups. The course will focus on social workers' responsibility as professionals to promote general welfare by working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

**Intensive Focus on PODS [Privilege, Oppression, Diversity and Social Justice]**
This course integrates PODS content and skills with a special emphasis on the identification of practice, theories and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

**Important Questions for SW 504**

1. What comprises and defines social justice?

   - What theories and assumptions underlie different formulations of justice?

   - What do we know about what creates and sustains socially just situations, contexts, practices?

   - What makes for competent, resilient, and socially just communities, and institutions/organizations within those communities?

   - How is social justice related to such concepts as promotion of health and well-being, individual and community resilience, prevention of various social problems?

2. How is society possible? What defines society? What are important components of society? [e.g., class conflict, social solidarity, ideas, culture (symbols, rituals), social affiliations, Shared and conflicting values, social structures, coercion and constraint]. What factors within these levels and components of society keep recreating and sustaining inequality?

3. What explains social behavior? How are macro and meso level behaviors and forces embedded in and influenced by macro contexts, and vice versa?
   [e.g., early socialization, on-going socialization, statuses and roles, social structures, rewards and punishments, conformity, audience reaction.

4. What creates and sustains inequalities, injustice, oppression, privilege? Why are some social locations and categories associated with unearned privilege and others with disadvantage? What are different types and consequences of [different forms of] oppression, and implications for working for justice?

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5. How do societal institutions work?  What is important for me as a social worker to know about different types of institutions in order to be effective in my workplace and in reaching justice and other practice goals, with or on behalf of clients and in working with others?  (e.g. families, organizations and communities and their functions, government and "the state", the global political-economy)

6. How do societies and institutions change?  General theories, planned/steered change approaches?
        e.g., from the bottom up, one individual at a time        - Collective behavior
        Changing consciousness, symbols     - Natural selection     - New technologies
        Because of external forces, crises, economic markets and forces (capitalism)

7. What's the role of government (the State) in funding and regulating behavior and social institutions, maintaining or reducing inequality?

8. How have and do micro, meso, macro structures and processes shape and influence me? How can I use knowledge about these forces to increase my critical consciousness, and work with diversity?

9. What is the role of theory, theorizing, and knowledge about all the above, in improving my practice, and in creating more just situations and more effective human services and communities?

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.
Difference between change & progress.
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


**Four major and inter-related streams within 504**

- Social justice, barriers to that (privilege/oppression), what sustains and disrupts these, and how these operate differently in different groups and contexts.

- Skills for theorizing and critical contextual thinking; learning about and applying theories

- Social change, and what helps systems to change. Prevention and promotion of justice and well-being within this.

- Intersectionality in knowledge of self and for working with others who are similar and different.

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**Course Design: Pedagogical Approach & Teaching Philosophy**
This course employs an adult learning philosophy to promote and integrate both classroom and individual learning experiences. This style of learning relies on the full participation and contributions of everyone in order to reach our highest potential as a group. This course will rely heavily on assigned readings, classroom discussions, group activities, and critical analysis and thoughtful, reflective dialogue about privilege, oppression, diversity, and social justice as it relates to social work practice. Class sessions will also include some skill building activities and a variety of assignments (oral, written, presentations and group work). Additionally, this course will provide a forum to critically examine our beliefs, assumptions, behaviors, and life experiences. Attention will also be given to asses how our social identifies and different experiences with oppression enhance or hinder our work with diverse populations.
1.  Your learning will be directly correlated with the effort you expend in taking responsibility for your own goals and agendas.
2.  You need to take responsibility for letting me know if some discussion of a particular reading or concept would be useful or interesting, if you have a question or aren't sure you see the relevance of something.

**Overview of Assignment and Requirements:**
Attendance and participation:  Attendance and participation are **25%** of the final grade. Attendance and how engaged you are will be monitored throughout the semester. Assessment of your participation does not depend solely on the quantity of your involvement in class discussion and class exercises, but also on the quality of your contributions. Students are expected to attend and to be prepared to take part in each class session. This includes completing assigned reading prior to class, to reference for informed class participation, attending class on time, and participating in all class discussions and activities and group assignments. Class attendance is important for you to keep up with course work. It is expected that students will attend all classes unless legitimate and/or special reasons exist for absences or tardiness. Legitimate absences include those due to health problems that can be documented, unanticipated family emergencies and observance of religious holy days. Excused absences will only be granted with documentation (i.e. a doctor's note or other proof of an emergency situation and/or my *prior* approval). Missing three classes will reduce your final grade; one-half grade (e.g. an A would be reduced to an A-) and each additional absence will reduce your final grade an additional half grade. Excessive absences may result in failure of the course. Coming to or leaving class mid-way is considered an absence. As adult learners, I expect you to make appropriate decisions about attending class, this includes coming to class late and leaving class mid-way.  Any absences or tardiness should be discussed directly with the instructor and it is the student's responsibility to obtain any notes, materials, handouts or exercises from the missed session from one of your classmates and make arrangements to complete class work, which is missed.
Please be cognizant of the disruptive nature of coming to class late. If you are delayed, please enter the classroom as quietly as possible and wait until break to catch up with what is going on.

There are 3 graded assignments for this course, and various homework assignments along with the expectation of class participation. A brief description of each assignment and tentative due dates follows. A more detailed description of each assignment will be handed out in class. These due dates have been noted on the class schedule in **Bold** letters.

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Assignment 1: Teaching a theory to the class. (Group Project) - **due 10/27/15-11/17/15 (25%)**
   This assignment involves learning about and teaching a theory for critical contextual analyses, planning, and evaluation, and considering implications for practice and change for social justice. This is a group project, completed with 3 to 4 other students in which you will choose and investigate a theory, share your learning with the rest of the class, and reflect on your learning and group processes.  We will begin this in a couple of weeks, and will continue with sessions throughout the course, concluding by mid-November.

 Assignment 2: Reflective Analysis papers-**due 9/29/15 and 11/24/15** (25% both together)
      There will be 2 reflective analysis papers. The first one, all students will be doing on the same topic. Then for the second paper you will pick one topic from three choices given.  Each of these should draw on concepts from the readings and other aspects of the course (and cite their origins).
1.   Reflective Analysis 1:  Yourself, Conflict & Analytic Perspectives: (Individual)-**due 9/29/15 (10%)** Think about your own life and experiences, in different environments and contexts over time, in connection with our readings and class activities. Consider core concepts about social work and various communities relevant for you—of place, interest, and identity— groups and organizations you have been part of and their influences on you and others.
2.   Reflective Analysis 2:(Individual or Group)  **(15%)-DUE 11/24/15**
     1.   Social Justice, Social Categories, Privilege, Oppression and Critical Consciousness
     2.   Working & Theorizing for Change
     3.   Social Issue Analysis

Assignment 3:  Concept Map -**Due date 12/1/15 and/or 12/8/15 (25%)**
   A concept map is a visual representation of key concepts and relationships among them.  It is intended to help you to integrate and think about how you will use elements of this course as a whole.  You will share them with your classmates during the last two weeks of the course.   The assignment includes the map itself, plus an up to three-page explanation/analysis of it (using course concepts and citations).

Format of papers
All papers must be typewritten and double-spaced using a 12 point font and one inch margins. Use APA[*] 6th Edition for your papers, including proper headings and citations.
I grade all papers for my classes anonymously. With each paper submission, include a title page **without** your name on it, and provide a **separate duplicate title page with your name**.  Only after I have read and graded all the papers, will I determine which paper belongs to whom.

General Expectations for Written Work
I expect that in all written work that students will adhere to the following NASW editorial policy: In the interest of accurate and unbiased communication, the NASW publications program subscribe to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias.  NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (*Health and Social Work, 11:3*, Summer 1986.) or http://www.socialworkers.org/pubs/code/default.asp

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[*] *Publication manual of the American Psychological Association. Sixth Edition.* (2010).  Washington, D.C.: Author.

**Academic Integrity:**

**Plagiarism** – not referencing another's words or ideas – is a violation of academic integrity and will be grounds for failure on an assignment. In addition, papers or journal entries completed for another course are not acceptable and will be assigned 0 points. **Please refer to your *Student Guide to the Master's in Social Work Degree Program* for further discussion of plagiarism and procedures for processing alleged infractions and the range of possible sanctions. The student guide is electronic: http://www.ssw.umich.edu/studentGuide/**. The library also has an excellent area to advise about issues of plagiarism and other ethical issues. Please visit this site http://www.lib.umich.edu/acadintegrity.

**Deadline Expectations:** All assignments are due at the beginning of class on the dates specified. Incomplete grades are assigned only through negotiation with me and that negotiation must occur before the assignment's (paper's) due date. Unless an extension contract has been arranged between a student and me, **before the due date of the assignment,** any assignment that is not completed on the due date will be assigned 0 points. **All** assignments for this course must be completed and handed in to the instructor to successfully complete the course.

Grading; Student grades will be based on The University's grading scale
Each assignment will be given a letter grade. The criteria for each grade are as follows:

| | |
|---|---|
| **A-, A or A+** | Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment is exceptional. The difference between A-, A and +- is based on the degree of superiority to which these skills are demonstrated. |
| **B+** | Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment. |
| **B** | Mastery of subject content at level of expected competency – meets course expectations |
| **B-** | Less than adequate competency, but demonstrates student learning and potential for mastery of subject content. |
| **C+, C or C-** | Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements. |
| **E** | Student has failed to demonstrate minimal understanding of subject content. |

Both content and format will be considered in assigning grades. Though content is more heavily weighted in grade assignment, format, and presentation are also important. Failure to follow APA guidelines for referencing and for headings will result in a lower grade. For assistance with writing or if you want feedback on written work contact the Office of Student Services http://ssw.umich.edu/current/student-services.html) or the **Sweetland Writing Center** (http://www.lsa.umich.edc/swc/ ). As an "fyi" Sweetland usually wants advanced notice (approx. two weeks before a paper is due) so they can go over edits and so on with you. You also need to schedule an appointment to meet with a writing counselor (734-764-0429) and they're open from 9-5, Mon-Fri although always check before you go, since they do close occasionally for staff training and so on. They're located in 1139 Angell Hall and I don't think they take walk-ins.

I suggest that you have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or

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phrase, or if you used the wrong word.  Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader.

The course is challenging and demanding. Grading will be rigorous but fair. Final grades will be determined by multiplying the worth of each assignment, by the grade points on the 4 point grade system. The numerical scores for each assignment will be summed.

I need to include here a word about grading. I understand that the assessments of your work are subjective in nature and I strive to reduce that subjectivity in two ways.  First, as noted above, I grade all papers anonymously.  Second, based on the assignment outline that you have received, I use a template within which I set my expectations for the assignment.  I compare your submissions to that template, not to one another.
If you read my comments to you and believe that I have erred, please discuss your findings with me within one week of getting your assignment/paper back.  It may be that you do not understand what I have told you, or that I have made a mistake.  In either case, I am certain that the situation will be rectified; either you will better understand what I want you to know, or I will correct my error.

**Course materials:** There is one required text, several required readings from materials/journals available on-line (C-tools), and handouts to supplement the lecture topic.
It is highly recommended you obtain a binder to organize the tools/handouts you will be given throughout this course.

Required Text
1.  Mullaly, Bob (2010) *Challenging oppression and privilege*, 2nd Ed, Oxford University Press, 978-0-19-542970-1 (available at Ulrich's Book Store, 549 E. University Avenue)
(Readings from the texts will be designated as "Mullaly" on the class schedule)

**More about the course, my Philosophy of Teaching and Expectation**
This course is a new course having been piloted last Fall2014, so we may make some adjustments over the course of the term, either in response to your feedback, because something needs to be adjusted, or because I discover resources I haven't yet identified.  It is part of the HBSE (Human Behavior and Social Environment) component of the Foundation Curriculum. As such, it focuses on the knowledge base for social work practice in **all** methods and fields, emphasizing different sized systems. It draws from many of the social sciences, plus some humanities and basic sciences. plus women's and ethnic studies.  We will emphasize what "evidence" is available to support particular perspectives and theories (including a bit about scholarly methods used to produce this knowledge and theory), and on analyzing the strengths and limitations of each.  Major goals are to
- develop the knowledge to see, articulate, theorize, plan, problem-solve, and create and sustain social justice and well-being (often involving creating or resisting change) at larger systems levels, and
- understand and influence how larger systems (communities, organizations, policies/government) impact individuals, families, and groups and vice versa
- Consider implications of the above for "doing justice" (towards positive change and human agency or disrupting/preventing negative change), including developing principles

for working towards justice while addressing privilege and oppression, and navigating intersecting categories of difference and power..

**I am much less interested in mastery of "facts" about different theories and approaches, but in your learning how to conceptualize and "theorize"—learn about, apply, and revise—language and conceptual frameworks that will inform your work.**

Epistemological curiosity. Related to this is the concept of "epistemological curiosity", derived from Freire, a Brazilian educator, emphasizing systematic exploration of knowledge about different levels and segments of society, theorizing about justice issues, and reflecting on ourselves in interaction with others (praxis). This requires developing a climate in the classroom in which we can learn from each other's different perspectives and experiences. We need to be able to share, disagree, clarify what each of us means, and struggle together with concepts none of us understand well at first. These are not just intellectual tasks, but often generate strong emotions, and require us to surface and engage with our values and what may be tacit (not articulated) assumptions. Learning new ways of thinking can be very exciting and empowering, but we may also feel confused, anxious, overwhelmed, and even angry at different points in this process. These emotions usually are markers that you are being challenged and are learning, as long as they do not overwhelm you and we can navigate through them.

**I invite you to consider the followin**g:
❖ With the understanding that this may 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 practicing social work.
❖ 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.

**Course Conduct**
This class adheres to the following Ground Rules for the Class:
1. Our primary commitment is to learn - from the instructor, from each other, from materials and from our work. We acknowledge differences among us in skills, interests, values, scholarly orientations and experience.
2. We acknowledge that racism, sexism, homophobia and other forms of discrimination exist and are likely to surface from time to time.
3. We acknowledge that one of the meanings of societal oppression and discrimination is that we have been systematically taught misinformation about our own groups and especially members of devalued groups and populations of color. The same is true for sexism, ageism, sexual orientation and other alternative lifestyles - we are taught misinformation about ourselves and others regarding forms of difference and discrimination.
4. We acknowledge that our notions of privilege - privilege of ethnicity, religious belief gender, sexual orientation and class - can distort our understanding of individuals, families, communities, organizations and infrastructure, and can undermine the development of authentic relationships and understanding.
5. We cannot be blamed for the misinformation that we have heard but we will be held responsible for repeating misinformation after we have learned otherwise.

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6. Victims are not to be blamed for their oppression.
7. We will assume that people are always doing the best they can, both to learn material and to behave in socially just and honest ways.
8. We will actively pursue opportunities to learn about our own groups and those of others*,* yet will not enter or invade others' privacy when unwanted.
9. We will share information about our groups with other members of the class, and will not demand, devalue, or 'put down' people for their experiences.
10. We can have an obligation to actively counter the myths and stereotypes about our own groups and other groups so that we can break down the walls, which prohibit group cooperation and group gain.
11. We want to create a safe atmosphere for open discussion.  Thus, at times, members of the class may wish to make a comment that they do not want repeated outside the classroom.  If so, the person will preface the remarks with a request and the class will agree not to repeat the remarks.

## Generative/Integrative/Reflective Portfolio-based Learning

We identified the need for more integrative, generative, and reflective processes in the curriculum and in teaching through a several year evaluation of a social justice learning initiative. These approaches involve a set of *processes* that are useful skills in themselves and also can help you to produce *products* that will be very useful for your career development and eventual job search. I will use some integrative, generative techniques throughout the course, and if anyone is interested I am willing to work with you to develop some portfolio elements. These will get you started.

When the term "portfolio" is used in graduate education, people are most often referring to **professional portfolios**—a compilation of "artifacts" (examples of knowledge, skills and accomplishments—documents, project descriptions, pieces of art, videos, and so forth) intended to showcase an individual's professional development to faculty, mentors, and potential employers.  There are two other types of portfolios: a **learning and reflective portfolio** that helps to catalyze learning, and **evaluative portfolios** that used to assess learning and progress. All are interrelated. Adopting portfolio-based learning mechanisms throughout your graduate education will assist you to identify and incorporate your own goals explicitly, recognize and assess what you are learning, and articulate clearly the different kinds of competencies you are developing which will make it considerably easier to create a strong professional portfolio.

Generative, intergrative, reflective, portfolio-based learning builds on reflective and reflexive processes, Freire called praxis—an iterative set of sequences, moving back and forth between theorizing and drawing on existing knowledge and theory, acting by applying that theory/knowledge and generating new knowledge and theory from that action. Reflection is a major way that one moves from action to knowledge generating and applying and back to action.  Interacting with others is a critical ingredient during these reflective and reflexive processes—having diverse others give one feedback about ones work and ideas, comparing and contrasting experiences in order to understand one's life, work, skills and knowledge and how these connect with larger societal components and mechanisms.  A major goal is to

Theory/knowledge

Reflection

Action, application
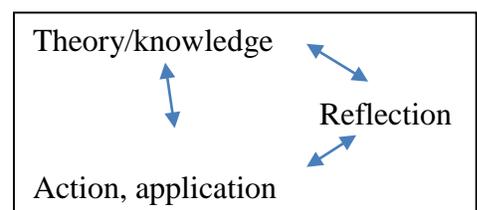
exert agency about one's learning and to make change in one's world, and perhaps the world in general.

Portfolio-based and student-centered learning tends to help you to develop and strengthen what educators call *adaptive expertise,* meaning that the learner develops the ability to apply knowledge and skills learned in one context in other contexts. It also strengthens the ability to function and learn from new situations and to continue to build one's knowledge, analytic contexts, and skills. The process also helps you to identify and describe areas of "tacit" and "embodied" knowledge, which are critical in social work education and practice. Much of what you are learning becomes embodied (who and how you are, what you do, skills in doing and knowing), and frequently these also become tacit (not recognized or articulated), so you may not value or be able to articulate these.

The assignments in this course are designed to build on each other and over time. Learning and being proactive about this learning is hugely strengthened by systematic application of praxis—looking for examples of course concepts in your experiences, looking for connections across elements, using course concepts to help you to understand your experiences, and figuring out how to organize and apply key elements of the course for yourself. It also builds in theorizing together and application in group and interactive processes (in which you can give and receive feedback about each other's work and ideas)—in the classroom, with the instructor, and in groups.

**Elements of a Portfolio**
- Philosophy statement—who am I as a professional (can connect with personal)—about one's values and beliefs, philosophy of knowledge and practice, overall goals and approaches.
- Creation of a statement of key elements of one's interests and competencies. This usually involves reflection on and assessment of past experiences, and projecting forward to what experiences and competencies you wish to acquire before you graduate, or in the future
- "Artifacts" [examples of types of work] representing different types of knowledge and skills. Once artifacts have been identified or developed, create a brief description of what this artifact is and what it represents (artifact summary)
- Basic information about self—resume, awards, recognitions, etc

**Ideas for portfolios, from 504**
- <u>Initial philosophy statement</u>—about one's values and beliefs, social justice goals, philosophy of knowledge and practice, overall goals and approaches. You can draw from the analytic-reflections, and discussions of values and ethics, social justice, causes and manifestations of injustice
- <u>Potential artifacts/examples of work/accomplishments, knowledge and skills</u>

There will be at least **two** concrete "products" from this course—I will introduce the "artifact summary" outline at some point, and you could complete this for these two examples of work.
  1) the resource materials, outlines etc, from your theory groups
  2) the concept map

Other potential contributions to a portfolio
- Theorizing—could do this in general, drawing from many elements of the course in which you went from theory to application, or practical example in which you use theory to

illuminate key elements.  Could also do more specifically—describing the theory education session, and/or your concept map..

- Conceptualizing and taking into account the larger social context [could include a statement about relevance for one's goals, might involve your eventual concept map]
- Yourself as a learner and educator—could use the steps and processes you used for the education session in this course [and perhaps combine with those from other courses] and other ways in which you learned from and helped to educate others.
- Could discuss yourself as a group member/participant—your roles, how they vary in different kinds of groups, what you have learned about being in groups.  Could develop this term, and add to it in future terms, including different kinds of group experiences, on campus, in practicum, elsewhere.  You will be in multiple types of groups during this course and you may want to keep track of what you are doing and feeling in different types of groups, how you contribute/benefit, what you wish you were doing more.
- Other??

## Housekeeping and Relevant Policies
### *Electronic Devices*
In consideration of your classmates, and due to their disruptive nature, I request that all students turn off all telephones and pagers while you are in my class.  This is *your* time and I want you to be able to protect it.  I prefer that you receive no messages during class time, however, if you must be on call for an emergency, please let your home or office knows 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.

### *Computers in class*
Please use your lab top during class for taking notes. It is not to be use during class to check email or surf the web and doing so is disruptive to learning for both yourself and other students in the class. If you are found doing either during class, you will be asked to stop.

### *Special Circumstances*
If there are any circumstances that require that I and/or the class adapt to your special needs, please consult with me at the beginning of the semester so that I may adequately address these needs. Please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. Please contact the Services for Students with Disability office at 734-763-3000 in room G-664 Haven Hall to coordinate reasonable accommodations for students with documented disabilities.

### *Religious Observances*
Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements. The official University of Michigan policy on religious holidays,  and a list of possible conflicts with classes, can be found at:
http://www.provost.umich.edu/calendar/religious_holidays.html

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**Class Schedule: SYLLABUS: tentative**

The Course Schedule that follows is *tentative* and is subject to change.  All changes will be discussed/announced in advance so that you will have sufficient time to make adjustments in your reading and assignments.

| Week & Date | Class Content/Topic & Assignments | Readings<br>Required Readings available on Ctools |
|---|---|---|
| 1<br>9/15/15 | Course Introduction and Overview Who are we? class goals and norms, celebrate joys, challenge, competencies and ethics. | 1. Mullaly, R. (2007). The *New Structural Social Work.* Chapter one: Capitalism, crises, and paradigms.  Oxford University Press. Canada Pp 1 to 43. (This is not the class textbook)<br>2. Social Work Standards ,Competencies & Ethics<br>  • *CSWE Core Competencies*- CTools<br>  • *NASW Code of Ethics*-Follow this link: **http://www.naswdc.org/pubs/code/code.asp**<br>  • *NASW Standards of Cultural Competency*- CTools<br>  • *UM Mission Statement*-Follow this link: **http://president.umich.edu/mission.php**<br>  • *SSW Mission statement*-Follow this link: **http://ssw.umich.edu/about/mission.html**<br>  • *SSW P.O.D.S.-* Follow this link **http://ssw.umich.edu/msw-student-guide/section/3.02.01**<br>3. Universal declaration of human rights (united nations, 1948) |
| 2<br>9/22/15 | Theoretical & Conceptual Considerations: | 1. "Mullaly": Chap  1<br>2. Mulroy, Elizabeth A. (2004) Theoretical perspectives on the social environment to guide management and community practice: An Organization-in-Environment approach. *Administration in Social Work*, 28(1), 77-96.<br>3. Coombs-Orme, R. (2013) Epigenetics and the social work imperative. *Social Work*, 58(1), 23-30.<br>4. Epple, D. M. (2007) Inter and intra professional social work differences: social work's challenge. *Clinical Social Work Journal*, 25, 267-276. |
| 3<br>9/29/15 | Power, change and application<br><br>Guest Speaker: Beth Glover Reed Overview Types of Theories<br><br>**Reflective Analysis #1 Due: Yourself, Conflict & Analytical Perspectives** | 1. Reed, B. G. (2005) Theorizing in community practice, 84 – 102.  In Weil (Ed) Handbook *of Community Practice*.<br>2. *Rodenberg, N. A. & Boisen, L. A. (2013*) Aversive racism and intergroup contact theories: Cultural competence in a segregated world. *Journal of Social Work Education*, 49, 564-579<br>3. Capeheart, L. & Milovanovic (2007) *Social Justice: Theories, Issues and Movements*, Rutgers University Press.  Chapters 2 (Conceptions of Justice) & Chapter 3 (Distributive Justice), pp 11 to 44.<br>4. Marsiglia, F. F. & Kulis, S (2015), Theoretical perspectives on diversity, Chapter five, *Diversity, Oppression and Change*. Lyceum Press, 91-109. |

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| Week & Date | Class Content/Topic & Assignments | Readings<br>Required Readings available on Ctools |
|---|---|---|
| 4<br>10/6/15 | Social Justice, Implications for Practice and Policy | 1. Barusch, A. S. (2006) Social justice and social workers (3-23). *Foundations of Social Policy: Social Justice in a Human Perspective* (2nd Ed) Thomson/Brooks/Cole.<br>2. Morris, P. M. (2002). The capabilities perspective: A framework for social justice, *Families in Society*, 83(3), 365 - 373.<br>3. Reisch, M. (2008). From melting pot to multiculturalism: The impact of racial and ethnic diversity on social work and social justice. *British Journal of Social Work*, 38, 768-804.<br>4. Capeheart, L. & Milovanovic. (2007) *Social Justice: Theories, Issues and Movements.* Rutgers University Press. Chap 9-Postmodern Forms of Justice. pp 125-139.<br>5. Sandel, M.J. (2009) *Justice: What's the Right Thing to Do?* Farrar Straus, & Girous. Doing the Right Thing. pp 3-30.<br>6. Reed, B. G., Newman, P., Suarez, Z & Lewis, E. (1997). Interpersonal practice beyond diversity and toward social justice: The importance of critical consciousness. In Garvin, C. & Seabury, B. *Interpersonal Practice in Social Work.* 33(2). 129-142 |
| 5<br>10/13/15 | Privilege, oppression, tacit assumptions, social constructions and paradigms | 1. "Mullaly": Chap  2 and 10<br>2. Kanenberg, H. (2013) Feminist policy analysis: Expanding traditional social work methods. *Journal of Teaching in Social Work*, 33(2), 129-142.<br>3. Garrett, Jan (2002) Martha Nussbaum on capabilities and human rights. http://www.wku.edu/~jan.garrett/nussbaum.htm<br>4. Sen, A. (2009). *The Idea of Justice*.  Belknapp Press of Harvard University Press.   Chapter 17, Human rights and global imperatives, 355-387<br>5. Dessel, A., Rogge, M. E., & Garlington, S. B. (2006) Using intergroup dialogue to promote social justice and change. *Social Work*, 52(4), Oct, 303-315.<br>6. Marsiglia, F. F. & Kulis, S (2015), Culture, Chapter one, *Diversity, Oppression and Change*. Lyceum Press, 2-31. |
| 6<br>10/20/15 | Fall Study Break- No Class | |

| Week & Date | Class Content/Topic & Assignments | Readings<br>Required Readings available on Ctools |
|---|---|---|
| 7<br>10/27/15 | Oppressions at Personal & Cultural Level<br><br>**Theory Education Assignment (3-4 groups)** | 1. "Mullaly ": Chap 3 and 4<br>A set of articles on TBLGQQ people and religion<br>2. Hodge, D. R. (2005.) Epistemological frameworks, homosexuality, and religion: How people of faith understand the intersection between homosexuality and religion. *Social Work*, 50(3), 207-218.<br>3. Dessel, A., Bolen, R. & Shepardson, C. (2011) Can religious expression and sexual orientation affirmation co-exist in social work? A critique of Hodge's theoretical, theological, and conceptual frameworks, *Journal of Social Work Education*, 47(2), 213-234.<br>4. Dessel, A., Bolen, R., & Shepardson, C. (2012) Hopes for intergroup dialogue: Affirmation and allies, , *Journal of Social Work Education, 48(2), 361-367.*<br>5. From M. Adams, W. J. Blumenfeld, C Castaneda, H. W. Hackman, M. L. Peters, & X. Zuniga (2010) Readings for Diversity and Social Justice. (2nd Ed.). Routledge. (*Ageism & Adultism, Ableism, Transgender Oppression, Heterosexism, Sexism, Religious Oppression, Classism*) |
| 8<br>11/3/15 | Oppression at Structural Level & Internalized Oppression and Domination<br><br>**Theory Education Assignment (3-4 groups)** | 1. "Mullaly ": Chap 5 and 6<br>2. Nagda, B. A. & Gurin, P. (2013) Evidence, criticisms, and conclusions for practice, theory, and research. From Gurin, P., Nagda, R. A., & Zuniga, X. Dialogue Across Difference: Practice, Theory, and Research on Intergroup Dialogue. NY: Russell Sage Foundation, 283-327.<br>3. Liu, M. and Geron, K. (2008) Changing neighborhood: Ethnic enclaves and the struggle for social justice, *Social Justice*, 25(2), 18-25.<br>4. Wilson, W. J. (2010). Why both structure and culture matter in a holistic analysis of inner-city poverty. *The ANNALS of the American Academy of Political and Social Science*, 629, 200-219.<br>5. Goffman, A. (2009). On the run: Wanted men in a Philadelphia ghetto, *American Sociological Review*, 74(3), 339-357. |
| 9<br>11/10/15 | Intersectionality: Personal, Cultural, Structural<br><br>**Theory Education Assignment (3-4 groups)** | 1. Mullaly ": Chap 7<br>2. Hulko, W. (2009). The time and context-contingent nature of intersectionality and interlocking oppressions, *Affilia*, 24, 44-55.<br>3. Massey, D. S. (2009) Globalization and inequality: Explaining American Exceptionalism, *European Sociological Review*, 25(1), 9-23.<br>4. State of the discourse, Inequality and US Society, reviews of D. S. Massey, 2007, *Categorically Unequal: The American Stratification System*, in *DuBois Review*, 7:1, 27-34. Reviewers are Reynolds Farley, and Lawrence D. Bobo. |

| Week & Date | Class Content/Topic & Assignments | Readings<br>Required Readings available on Ctools |
|---|---|---|
| 10<br>11/17/15 | Working for Change—Addressing Oppression<br><br><br>**Theory Education Assignment (3-4 groups)** | 1. Mullaly ": Chap 8<br>2. Liasidou, A. (2013) Intersectional understandings of disability and implications for a social justice reform agenda in education policy and practice. *Disability and Society*, 28(3), 299-312.<br>3. Bottrell, D (2009) Dealing with disadvantage: Resilience and the social capital of young people's networks, *Youth and Society*, 40(4), 476-501<br>4. Sakamoto, I. & Pitner, R. O. (2005) Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels, *British J of Social Work*, 35, 435-452<br>5. Mehrotra, G. (2010) Torward a continuum of intersectionality theorizing for feminist social work scholarship, *Affilia*, 25, 417-430. |
| 11<br>11/24/15 | Working for Change, Dynamic System Approaches and Anti-Oppressive Social Work at Structural Level<br><br>**Reflective Analysis #2 Due** | 1. Mullaly ": Chap 9<br>2. Hudson, Christopher G. (2010) *Complex Systems and Human Behavior*. Chicago, IL: Lyceum Press.  Chapter 2: The roots of social and personal change: Self-organization, natural selection, and entropy, 46-79<br>3. Schensul, J. J. (2009) Community, culture and sustainability in a multilevel dynamic systems intervention science, *American Journal of Community Psychology*, 43, 241-256.<br>4. Anguelovski, I. (2013). New directions in urban environmental justice: Rebuilding community, addressing trauma, and remaking place. *Journal of Planning Education and Research*, 33(2), 160-175. |
| 12<br>12/1/15 | Integration, application & Reflection<br>**Share Concept Maps Assignment** | 1. Catch-up on readings |
| 13<br>12/8/15 | Continued Forward Movement/Post-Class Options-End of Class Closure<br>**Share Concept Maps Assignment** | |
| 14<br>12/15/15 | Exam Period NO CLASS-Return assignments? | |