

SW 504: Social Justice and Diversity in Social Work (revised)

Fall, 2015
Tuesday, 2 to 5 PM
Room B 684, SSWB

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3 Credits, no prerequisites Foundation HBSE Course Approved 4/29/14, revised April 2015

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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 life long 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)

Course Design

This class will strive to foster a learning environment where each student can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources of their beliefs and perspectives. This course will work to create a

climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. It involves lectures, video, and participation in experiential activities. Additionally, this course will provide a forum to critically examine how our multiple status locations, societal constructions, and social processes shape our beliefs, assumptions, behaviors, and life experiences. Special attention will also be given knowledge about justice and change, and principles of change towards justice.

Theme Relation to Multiculturalism & 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

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 & 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 to SW 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.

Above is the course description approved by the faculty in late April, 2014 and revised in April 2015. This is a new course, being fully implemented this fall with all entering students, so we may have some trial and error, and need to adjust some things

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 micro 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?
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 people, 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?

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.

Texts:

I have ordered two texts in the local bookstores. All of these are also on reserve in the Undergraduate library and can be taken out for four hours, or overnight, after 8PM.

We will read all or most of these:

- Mullaly, Bob (2010) *Challenging oppression and privilege*, 2nd Ed, Oxford University Press, 978-0-19-542970-1
- David Bornstein (2007) *How to Change the World: Social Entrepreneurs and the Power of New Ideas* (updated edition). Oxford University Press. 978-0195334760

All the readings not in the three texts are on the Canvas site for this course. Let me know if accessing these through Canvas creates any difficulties and we'll see if we can work out something else.

We will read all of the Mullaly and Bornstein texts.

The Bornstein chapters are assigned throughout the course, but we will focus on this explicitly towards the end of the course.

More about the Course, my Philosophy of Teaching and Expectations

As you know, this course is a new course being fully implemented this semester, 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.

Adult learning. I use principles of adult learning whenever I can, with an understanding that new knowledge has to build upon and “fit” with knowledge you already have, and that you have to be able to “unlearn” or revise previous knowledge to accommodate new perspectives. Also, we know that adult learners often learn differently from those who are learning everything for the first time. As a result, I lecture much less than many faculty members, although often provide handouts to help you to organize and digest different types of material, and I am happy to spend some time explaining particular readings or concepts that I had not intended to lecture about if there are requests for this. I rely on you (as adult learners) to set your own learning goals, and to let me know if some discussion or clarification of readings in class would be useful.

- Your learning will be directly correlated with the effort you expend in taking responsibility for your own goals and agendas.
- **We will discuss many of the readings, but I will not review them all in class, although I will look for evidence that you have done all the readings in your assignments.**
- 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.

Everything handed out in class should be on the Canvas site. If you cannot find it, email me so I can make sure it is where it is supposed to be.

Attendance, participation, and agency. I use class time to engage you in activities that extend and augment and allow you to apply and examine course readings and topics, and we will go beyond course readings through group presentations and class exercises. I pay attention to who is there and how engaged you are. If you find class time or other course components un-

useful, *I expect you to tell me that and work with me to make it better, and not just skip class, or check out and not pay attention during class.*

Because of learning goals or key aspects of your identities, you may want to propose a modification of assignments to meet your goals or interests better. Lots of options are possible if I know what you need or want, but we should discuss these ahead of time so I can be sure that what you propose is consistent with course objectives. Please don't assume that an altered assignment will be acceptable without discussing it with me, so we can be sure that it meets course objectives and is fair for all given course criteria.

On days that assignments are due, I would rather you come to class and participate even if the assignment isn't done; you can get it to me later in the day. I am also more concerned about what you know at the end of the course than how you do initially, and **am happy to have you redo/add to an assignment if you are unhappy with your first try** or wish to try and raise your grade.

Individual issues and needs in the course/Any special circumstances.

I am very concerned that this course is accessible and relevant for everyone. I will be asking you about your preferences in terms of learning, and we will work to negotiate these among us. Please let me know (either in person in class or in office hours, or via email) if you have some particular goals or needs for the class. These may be related to your past experience or your interests, or to special agendas you have or challenges you face as a learner, in the classroom, or in relation to your health or family circumstances. I am happy to work with you on ways to manage the classroom, learning and assignments to accommodate different learning styles, learning or other disabilities, or family or other responsibilities, and there are resources elsewhere on campus that we can access.

There are also a number of religious observances that occur during the fall that will be relevant for some of you. We should discuss how we can allow you to practice your faith and meet course obligations.

Any student who feels they may need an accommodation based on the impact of a disability should let me know so we can work out ways to address. 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. There are also resources to consult with you about family obligations.

One year, we anticipated the possibility of significant absences because of the H1N1 virus, and we were all urged to stay home if we had a fever or significant symptoms. I am not sure what is expected this year, but please let me know if you are ill, so we can discuss alternatives.

Some Suggestions—for how to digest, keep track of key concepts and relationships among them, over time.

1. You will benefit by forming a discussion/reading group with some of your classmates, to divide up readings, teach each other the main points from them, and consider how to apply them. If enough of you do this, I will give you class time for short meetings. Remember that a really good way to learn is to educate others.

2. You should strongly consider keeping an informal journal throughout the semester to track and record your reactions and thoughts--partly for yourself so you can see recurring themes and growth through the semester, and partly to collect information that will be useful for the analytic reflections and concept maps (see below). Summarize and try and organize concepts and thoughts over time. Pay particular attention to what excites, disturbs, puzzles, or angers you--or leaves you feeling defensive. Sometimes we have to discover our values, biases, preferences through fairly indirect ways.
3. Create and update a glossary. It is especially important that you keep track of key concepts and their meaning(s) and start to think about how they relate to each other. This may mean developing a glossary for yourself and “maps” about how terms are related. A glossary and mini-maps can help you to keep track of key concepts and definitions, and begin to think about relationships among them and questions they raise for you. It’s important to *do this as the course proceeds*, so you don’t end up having to do it all at the end as you work on your concept map.

I want you to use and cite concepts from readings and class sessions in all assignments, and your grade will be stronger if you include greater breadth and depth in the accurate use and application of concepts from across and throughout the course. Each session builds on earlier sessions.

Evaluation Criteria and Procedures

General evaluation criteria (special elements will also be delineated for particular assignments):

- Demonstrate understanding of and ability/apply knowledge and theory to illuminate intersectionality and justice goals and barriers;
- Systematic & logical presentation of arguments, with appropriate documentation;
- Appropriate use of evidence, use of relevant literature and concepts, with citations;
- Scope of concepts used; degree of integration across topics, levels, and different readings
- Clarity of presentation;
- Originality & creativity;
- Attention to diversity and social justice issues across different populations and situations.

I want you to use actual terminology and concepts from the course and its readings and to cite your sources, even if this feels awkward--for a number of reasons.

- First, one of the goals of a professional education is to assist you to learn and use the language of the profession—because people communicate using that language within professional contexts (although you may want to translate into day-to-day language with those from other disciplines and from the community).
- Second, it requires specific types of terminology to be able to conceptualize key components of justice and the “world” and your practice environments, and it requires a language to be able to theorize.
- Third, in terms of my understanding and being able to evaluate your work, you will discover that many of the authors use different terms for similar things and similar terms for different things. If I don’t know which version of concepts you are using, I will not be able to evaluate whether you are using them accurately—specific use of terms and citations of where they came from will help me identify their sources.

- These are especially important in developing skills for critical contextual thinking, which requires being able to recognize, name, and theorize about complex conditions in order to continue to visualize justice and recognize and address forces that perpetuate injustice.
- Finally, accurate use of concepts and citations of the sources of these are important for ethical and practical reasons—it is important not to **plagiarize** other people’s work (see below).

Academic honesty, scholarly conventions and citation guidelines.

It is plagiarism whenever you take credit for work that is not your own—whatever the source of that work. You are taking credit for someone else’s work whenever you do not cite the sources of your ideas or points, whether you do this deliberately or because you are being sloppy about where ideas came from.

When you quote someone directly (including something **you** have written for other purposes), you should include the source and the page number. When you paraphrase, you should include the source. For papers in this course, when you are citing sources from the texts or readings in the syllabus, I do not require a full citation, but you should cite the authors and date (in parentheses right after the concept, phrase, or paragraph) and if it is a large source (e.g., a book), you should cite the relevant chapter at minimum. If you are citing sources from outside the texts or syllabus, please use American Psychological Association format, described in Student Guide and many other places.

Note that this requirement to cite sources also applies to the contributions of your classmates as well. I encourage people to work together—to discuss readings and class activities, to brainstorm together about assignments, to divide up and teach each other about readings, etc. You will have at least one group assignment in which I will assist you to develop group norms and roles to support working together. **I expect you to tell me in writing when you have discussed assignments with others, and with whom, when you turn written work into me.**

There is information in the *Student Guide to the Master’s in Social Work Degree Program* and other appropriate University publications for policies and penalties related to academic dishonesty, including plagiarism, and information about procedures for ethical and correct citations.

Grading

Student grades will be based on the University’s grading scale.

An A reflects especially excellent performance, with high degrees of theorizing and analysis, integration across theories and contexts, high clarity of writing and thinking, superior grasp of subject matter, high-organization and creativity. An A will also represent a wide scope of readings and theories used across the course, accurate application of those theories and strong theoretical analysis of yourself and applied situations. To receive an A, your work needs to have consistent use of social justice lenses, high class participation and contributions to the learning of others, and clear inclusion of citations from multiple course sources. An A+ is possible, but I use this grade rarely. It represents superior performance across all components and criteria for the course.

An A minus will be assigned for strong, very good work that is well written and conceptualized, uses a reasonable number of course sources, with appropriate citations, includes interesting insights, and clearly links relevant theories to applied situations. An A- also includes strong course participation and contribution to the learning of others.

The B range indicates basic mastery and achievement of general course goals, with some areas of strong work. This includes clear writing, good use of course resources, use of several theories in appropriate ways, demonstration of basic knowledge in all course domains, linkages across these and an ability to draw some relevant implications. B indicates general achievement of most course objectives, while a B+ represents work that exceeds basic course expectations in some components of the course.

A grade in the C range includes at least some elements of what is described in B, with some acceptable elements and some marginal ones. D or below is likely to be missing key components, poorly organized, and without clear linkages between theories and other aspects of the course.

At various intervals, I will ask you to set your own goals and evaluation criteria, and then assess your own performance in the class, the effort you have expended, and how much you have learned. You will also evaluate each other in your small groups and class presentations. Your evaluations will be incorporated with mine and considered in on-going and final grading.

Assignments and Requirements

Note: I am trying to build in some generative, integrative learning and professional portfolio components as well, so that some of your work in this course will help you to begin to work on a learning and professional portfolio. I describe some ways to do this near the end of this document and will provide some resources for this. Also, if anyone is interested, I will indicate some extra credit options towards the end of the course, or you may want to propose some as part of the development of a portfolio.

Overview of assignments and requirements

These are designed to cover core areas of the course and to assist you to develop skills in theorizing, integrating, and applying course materials. More details about each of these follow the overview)

a) **Class participation** . This includes *attendance*, being prepared for class by *reading* assigned readings and *contributing to the learning of others (by participating in class discussion and activities and contributing to different tasks and learning in groups,, and sharing your concept map with the class)*, and a couple of *in-class reflection* activities. **25 %**

Since I try and use class time to apply and augment material in the readings, I expect that you have read them **before** class, and let me know if you have questions or issues you'd like the class or me to deal with during class. You can do this at the beginning of class or via email before class. I also firmly believe that one of the best ways to learn especially as an adult is to help to educate others, so there will be strong course components in which you are digesting material and sharing and working together with others to increase your own and their learning.

We will also devote class time to assist you in all of the other assignments (below) as well.

b) **Reflective Analyses:** Application of course concepts, terminology and analyses to yourself, a social justice issue that is relevant and that you care about, and to practice contexts. The goals of these will be to demonstrate understanding and application of course concepts. This will have three parts (30% total, 10% each).

The first of these will be due Oct 13, the second on Nov 17, and the last a week after our last class, Dec. 15. I will get you the guidelines for these by the second week of the course.

c) **Theorizing.** Learning about and teaching a theory relevant for critical contextual analyses, planning and evaluation, and considering implications for practice and change for social justice. This is a group project, completed with 2 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 (25%).

d) **Concept “map”.** 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 (20%). This will be due December 1 or sooner if you’d like early feedback, and you will share them with your classmates during the last two weeks of the class. We will work on this in class, and I will show you some examples from previous classes.

There are many resources on the web about concept mapping, some on our Canvas site, and we will work on them in class. The assignment includes the map itself, plus an up to three-page explanation/analysis of it (using course concepts and citations).

For all assignments, you can give me paper copies in class. It is also possible to leave them in the pocket on my door (3736), send as an attachment or email, or submit on the Canvas site. You may want to alert me via email if you submit it on line, since it is sometimes difficult to tell when a new document has been submitted.

e) Create at least one artifact for your portfolio

Below is a schema of course activities and due dates.

| Date | Knowledge areas | Theorizing | Reflect and Apply |
|---------------------------|---------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------|
| Sept 15: intro, choices | Who are we? overview of topics and the course | | |
| Sept 22: simulation | Intro to boundaries, conflict and multiple types and levels of analyses | Some challenges | Overview of theories |
| Sept 29 , more simulation | Multiple perspectives, power, change and application | Overview of some frameworks & theories | Form theory groups Identify a social issue to focus on |
| Oct 6, | Intersectionality multiple perspectives, power, differences | Work in theory groups | Some application to social issues |
| Oct 13 | Social constructions, paradigms, policies, privilege, & tacit assumptions | Work in theory groups | First reflective analysis due |

| | | | |
|---------------------------|---------------------------------------------------------|-----------------------------------------------|---------------------------------------|
| Oct 20 | Fall Break—No class | | |
| Oct 27 | Social justice, implications for policy | First education sessions | |
| Nov 3 | Oppressions and intersectionality | Education sessions continue | |
| Nov 10 | Different types and consequences of intersectionalities | Educational sessions continue | |
| Nov 17 | Intersectionalities and meso and macro systems | Education sessions continue/end | Second reflective analysis due |
| Nov 24 | Working for change—addressing oppression | Application of theories Intro concept maps | |
| Dec 1 | Working for change, dynamic system approaches | Application of theories, analyses of change | Concept maps due |
| Dec 8, | Integration and application | Share concept maps. Synthesis activities | ID learning and applications |
| Dec 15—post-class options | | | Last reflective analysis due |

More Details about Assignments

A. Reflective Analysis Assignments (30% altogether)

For these assignments, you will select a social issue that you are passionate about, and analyze this, using course concepts and various theories, and also locating yourself and your own views and values. We will focus heavily on developing social justice goals, analyzing sources and mechanisms of oppression and privilege, and considering options for change towards the goals you identified.

Each of these should draw on concepts from the readings and other aspects of the course (and cite their origins), probably most heavily from the weeks since the previous assignment. Criteria are all those cited earlier, especially breadth and integration across course topics, explicit use of concepts from the readings and class session, concise critical reflection and analyses, and some application to yourself and key areas of your environment. Remember to cite the origins or concepts you use. Full credit will be given for a strong breadth and integration across course topics and key elements in the readings and class activities and discussion, thoughtful and concise critical reflection, analyses, and application. Fewer points will be awarded if some core topics are not included or cited clearly, for descriptions with less analysis and reflection, and for less convincing use of evidence and explanations.

I will give you explicit instructions for these in the next couple of weeks.

B. “Theory” Assignment (25%). Application of Social Science and other theories to SW and social justice

You will complete this assignment in a group with 2 to 4 other students. Early in the term, you will indicate your choices of theories and we will cluster you into workgroups. Each workgroup will determine your own criteria and approaches and produce the “products” below. I

- will assist you to set goals and working strategies at the beginning of this assignment,

- am available to assist and problem-solve while you are planning,
- would like a summary of what you plan before you implement it, and
- a little lead time if you need me to make copies of anything.

After your education session, after you review class assessments and write your own analysis and reflection, I will meet with your group to review and assess the experience together.

Your **tasks** are several

- A. Develop your group contract and working procedures
- B. 1) Collect information about, and work to understand the conceptual framework/theory, its key components and concepts.
 - 2) Consider how it can assist you to think about social work--with clients, within organizations and communities, and with regard to social policies.
 - 3) Prepare a session for the class to educate them about your theory and applications and implications. What you propose to do should be shared with the instructor, so she knows what to expect and can assist you if necessary.
 - 4) Should include a handout for the class that explicates key elements of the “theory” (see categories below), its application and how they can learn more about the theory;

What you should consider/include in your work, education session and resources:

1. The history of the concept(s)/theory--roots, key people involved in the development, what they were trying to explain.
2. What “research”/knowledge development methods have been used to produce the body of knowledge? What are the strengths and limitations of these methods?
3. How have these concepts been applied within social work (and why not if not).
4. In what ways can this theory/set of concepts inform social justice/intersectionality/anti oppression work? What are the theory’s limitations with regard to intersectional/anti-oppression/social justice perspectives?
5. What aspects of social work practice does this theory/set of concepts illuminate/inform?

| | | | |
|-------------------|-----------|----------------|--------|
| Social policy | Community | Organizational | Groups |
| Individual/family | | | |
6. What elements does this theory/set of concepts miss or obscure that are important for social work practice at the various levels?

- C. Conduct an education session with the class to assist them to understand the theory and its applications. You should plan this to take 30 minutes. You can use whatever format you want, in order to educate the class on your theory and its implications. It is possible for you to have more time, but this needs to be cleared with the instructor, and will depend on what you propose to do and how many other education sessions need to occur on any given day.

Your classmates will provide feedback on what they learned during the session

- D. Prepare an individual critique (3-4 pages) of your group's work, including
- what you learned (about the theory, yourself, the education session, groupwork,
 - an assessment of each group member's contributions,
 - an assessment of class members' evaluation of your presentation,
 - any limitations of your learning and your group's work, and
 - how you intend to keep learning.
- You should produce this (3- 4 pages) and submit to instructor shortly after your group's education session.
- E. Schedule a group analysis session with your group members and the instructor to do a final assessment, establish criteria, and determine final points.

Evaluation of this component of the class assignments will include the following:

- the classes' evaluation of the clarity and usefulness of the presentation, handout, & discussion
- your assessment of your learning & performance as a group, individual's contributions,
- The instructor's assessment of the above and your individual critiques.

We will review and synthesize all of this in a group meeting and determine a grade together as soon as I have your review and critique papers.

C, Concept Map (20%) Due Dec 1.

This consists of a visual representation of key elements of the four "streams" of the course (p 4), and their inter-relationships, plus a three-page narrative that explains and interprets the map. As in all other assignments, you need to use and cite explicitly course concepts, readings and activities. This can occur within the map and/or in the narrative. There will be resources for concept mapping on our course Canvas site, many are available on the web, and I am happy to share examples with you from previous classes. This is meant to be a generative and integrative assignment, and would be a good artifact for a portfolio if you decide to do one.

Extra credit. Several options for this are possible, if people are interested.

Last class session.

In our last class session (12/8), I hope we can all learn from each other's concept maps, and consider implications for social change. I would like everyone to share their concept maps with the entire class, so we can see the variety of approaches you have taken.

I will have summarized all your work by this time, so you'll have a good indication of your grade, depending on your final analytic reflection. At that point, if you want to revise some elements, or negotiate some extra credit, please let me know.

Generative/Integrative/Reflective Portfolio-based Learning [More resources on Seelio sites and our course Canvas site]]

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 use integrative, generative techniques throughout the course, and if anyone is interested I am willing to work with you to develop some portfolio elements,

An additional expectation: Create a key learning experience in your Seelio e-portfolio based on the “Integrating theory and social justice” assignment.

In Seelio, add a Work to your portfolio and include the following components:

Brief description of the assignment in your own words (no more than 50 words on the purpose and goal of the assignment)

Tasks (2-4 bullets on what you did)

Skills (2-4 bullets on what you have gained from the assignment)

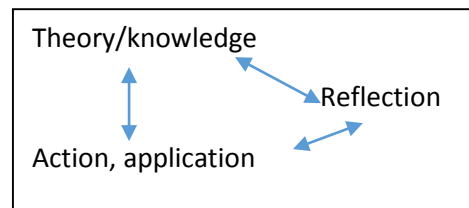
Lesson Learned (2-4 bullets or a few sentences on how the assignment will help your practice in social work; what would you like to tell an employer you are able to do as a result of the assignment and classroom learning)

Tag your work with social work competencies and practice behaviors listed on your syllabus under course objectives, as applicable.

You may attach a picture, graphic, a copy of the assignment itself, whatever you feel would best represent the work you completed and that you would like to share with others. Once you have completed your Work, share it with your instructor by submitting your e-portfolio link to your instructor through Canvas.

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, integrative, 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 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

- Initial philosophy statement—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
- Potential artifacts/examples of work/accomplishments, knowledge and skills

There will be at least **three** concrete "products" from this course—

- 1) the resource materials, outlines etc, from your theory groups
- 2) the concept map
- 3) The collection of reflections about the social issue you chose. It should be easy to edit these into a single document.

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??

Syllabus and Reading Lists

Fall 2015

Readings by Week:

Note: There are likely to be some modifications of these as the course evolves

September 15: Introduction to some basic categories, the course and each other: Multiple choices, paradigms, class goals and norms.

- Mullaly text: Chapter 1: theoretical and conceptual considerations, 1-33.
- Arao, B & Clemens, K. (2013) From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice. From *The Art of Effective Facilitation*, Stylas Publishing, 135-150.
- Hadi and Sepier. Forward space guidelines, IGR, UM-AA, 2014

September 22: Different types and levels of systems and boundaries, including people and organizations in environments, some challenges within social work and implications for a complex case (experiential).

Also a quick overview of types of theories (so you can think about selecting one for your theory project next week.

- 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.
- Coombs-Orme, R. (2013) Epigenetics and the social work imperative. *Social Work*, 58(1), 23-30.
- Epple, D. M. (2007) Inter and intra professional social work differences: social work's challenge. *Clinical Social Work Journal*, 25, 267-276.
- 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,
- Text: Bornstein: pp 1-40. Restless people, From little acorns, Light in my head went on

September 29. Conceptual frameworks, power, change and applications. Continuation of community simulation. Formation of theory/theorizing workgroups.

- Reed, B. G. (2005) Theorizing in community practice, 84 – 102. In Weil (Ed) *Handbook of Community Practice*.
- Reed, BG. (2015 DRAFT) Multiple analytic perspectives: An overview
- Reed, B. G. (2015 DRAFT) Multiple analytic perspectives: Power, justice/injustice, change and resistance to change
- Text: Bornstein: pp 41-69. Indomitable will, Significant force, Why was I never told about this?

Oct 6. Intersectionalities and how power, privilege, oppression and differences interact, and some implications.

Work in theory groups, develop contracts/set up education session schedule.
Select social issue

Mullaly text:

- Chapter 2: Oppression: An overview 34-66.
- Chapter 10: Unpacking out knapsacks of invisible privilege, 287-321.
- Chapter 7: The “Web”: The multiplicity, intersectionality, and heterogeneity of oppression, 188-219
- Text: Bornstein. pp 70-100. Ten, nine, eight, childline; Role of social entrepreneur

I have also added other resource materials to the C-Tools folder for this week, for those of you interested in more details and applications.

- Hulko, W. (2009) The time and context-contingent nature of intersectionality and interlocking oppressions, *Affilia*, 24, 44-55.
- 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.
- Mehrotra, G. (2010) Toward a continuum of intersectionality theorizing for feminist social work scholarship, *Affilia*, 25, 417-430.
- Continue reading bell hooks book

Some other (optional) resources for critical consciousness, if you want more background:

- 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. (Eds) *Interpersonal Practice in Social Work* (pp. 44-78). Needham Heights, MA; Allyn and Bacon.
- Zulema E. Suarez, Peter Newman, & Beth Glover Reed (2008) Critical consciousness and cross-cultural social work practice: A case analysis, *Families in Society*.

October 13. Paradigms and their implications—for public policy making and implementation and foci of human service programs. Continue work in theory groups

First reflective analysis due.

A major focus will be on the five paradigms Mullaly presents in chapters 2 to 6 (pp 44 to 158) in the *Structural Social Work* book, NOT our text. These are all on Canvas.

- You should all read chapter 2, (social work vision: A progressive view)
- Each of you will be especially responsible for preparing to apply **one** of them (we will draw straws on Oct 6 to determine which chapter you will “specialize” in for the day). The other chapters include:
 - the neo-conservative paradigm;
 - the liberal paradigm;
 - the social-democratic paradigm; and the
 - Marxist paradigm.

Thus, each of you needs to read two chapters carefully, but eventually would benefit from reviewing all of them, so you understand and can compare and contrast the paradigms and consider where your beliefs fall.

- Kanenberg, H. (2013) Feminist policy analysis: Expanding traditional social work methods. *Journal of Teaching in Social Work*, 33(2), 129-142.

October 20: Fall Break—No Class

October 27: Definitions of social justice and their implications for policies and other factors.

First theory education sessions

Social justice exercise and application: you will have some specialized readings here

- Reed, B. G. (2015 DRAFT) Theorizing approaches to justice
- Text: Bornstein: 101-129. What sort of a mother are you? Are they possessed...?

Topics to consider as you investigate the “theorist” you were assigned.

1. What influences helped to shape their interests and philosophy.
 - Life events?
 - Family, friends, experiences?
 - Cultural forces
 - Education, disciplinary training
 - Foci of previous work
2. Their trajectory over time—how did their thinking evolve, timeline, and key influences.
3. Key concepts and definitions.
4. Major concerns, populations and issues the person is trying to address.
5. What are defined as key components and foci for justice?
6. What methods are proposed as important for envisioning and identifying components of justice?
7. What does the person see, or imply, as the means of achieving justice?
8. What does s/he raise as challenges, dilemmas, knotty questions?

Additional resources on justice: Some of these are very accessible, so would be good ways for you to start to think about social justice issues. Up to you if you read them, but I'll give you credit if you include them in your analyses.

- 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.
- Morris, P. M. (2002) The capabilities perspective: A framework for social justice, *Families in Society*, 83(3), 365 - 373.
- Garrett, Jan (2002) Martha Nussbaum on capabilities and human rights. <http://www.wku.edu/~jan.garrett/nussbaum.htm>
- 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.

Resource materials: some overviews and some introductions to approaches to social justice:

- Capeheart, L. & Milovanovic (2007) *Social Justice: Theories, Issues and Movements*, Rutgers University Press. Chapters 2 (Conceptions of Justice, classic and modern forms) and Chapter 3 (Distributive Justice), pp 11 to 44. These are basic overview chapters
- Sen, A. (2009) *The Idea of Justice*. Belknap Press of Harvard University Press. Preface, and Introduction. 1-27.
- Capeheart, L. & Milovanovic (2007) *Social Justice: Theories, Issues and Movements*, Rutgers University Press. Chapter 9—Postmodern Forms of Justice, pp125-139.
- Miller, D. (1999) *Principles of Social Justice*. Harvard University Press. The scope of social justice, a sketch of social justice. 1-41.
- Sandel, M. J. (2009) *Justice: What's the Right Thing to Do?* Farrar, Straus, and Girous. Doing the right thing. 3 to 30.

Contractual and distributive approaches

- Rawls, J. (2001) *Justice as Fairness: A restatement*. Preface and part I, fundamental ideas , 1-38.

Human Rights approaches

- Universal declaration of human rights (united nations, 1948)
- Sen, A. (2009) *The Idea of Justice*. Belknap Press of Harvard University Press. Chapter 17, Human rights and global imperatives, 355-387.

- Capeheart, L. & Milovanovic (2007) *Social Justice: Theories, Issues and Movements*, Rutgers University Press. Chapter Chapter 8, indigenous/Postcolonial Forms of Justice, pp 108- 124.

Capabilities approaches (with some thought about “constituencies” not able to participate fully in decision-making that affects them—those with some kinds of disabilities, non-human species, the larger environment).

- Nussbaum, M. C. (2006) *Frontiers of Justice: Disability, Nationality, Species Membership*. Social contracts and three unsolved problems of justice, 9-95.
- Nussbaum, M. C. (2011) *Creating Capabilities: The Human Development Approach*. Belnapp Press of Harvard University Press, Chapter 2, the Central Capabilities, 17-45.

Approaches more focused on processes

These are implied within Sen’s approach to implementing social justice, some postmodern approaches, and approaches that assume you must combat forces working to sustain or recreate inequality along the way.

- Young, Iris Marion (2011) *Responsibility for Justice*. Oxford U Press. Foreword (by Nussbaum), ix-xxv.

Approaches that focus on combatting injustice

Mullaly summarizes Iris Marion Young’s mechanisms of oppression, from her earlier book, *The Politics of Difference*.

November 3: More about privilege, oppression, intersectionality and implications. Linking the five perspectives with different categories or justice, oppression/privilege, and strategies for change. Education sessions continue.

- Beth will do a brief overview of the processes perspective and how justice can be pursued, privilege and oppressions addressed within the processes/disciplinary perspective.

Please read the chapters below and the article you were assigned, and examine similarities and differences among these, and with the structural level Mullaly chapter that we discussed before break.

- Mullaly text: Chapter 5: Oppression at the structural level 126- 159
- Mullaly text: Chapter 4: Oppression at the cultural level 93-125
- Mullaly text: Chapter 3: Oppression at the personal level 67-92.
- Mullaly text: Chapter 6: Internalized oppression and domination 160 – 187

- Text: Bornstein, pp 130-163. If the world is to be put in order? The search for social excellence.

November 10: Different types and consequences of intersectionalities, justice, power, differences, and change. Emphasizing groups and individuals. We will divide up some of these.

Education sessions continued

- Text: Bornstein, pp 164-187. The talent is out there. New opportunities, new challenges.

Culture and Diversity

- Marsiglia, F. F. & Kulis, S (2015), Culture, Chapter one, *Diversity, Oppression and Change*. Lyceum Press, 2-31.
- Marsiglia, F. F. & Kulis, S (2015), Theoretical perspectives on diversity, Chapter five, *Diversity, Oppression and Change*. Lyceum Press, 91-109.

A set of articles on TBLGQQ people and religion

- 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.
- 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.
- Hodge, D. R. (2011) Toward a learning environment that supports diversity and difference: A response to Dessel, Bolem and Shepardson, , *Journal of Social Work Education*, 47(2), 235-251.
- Dessel, A., Bolen, R., & Shepardson, C. (2012) Hopes for intergroup dialogue: Affirmation and allies, , *Journal of Social Work Education*, 48(2), 361-367.

Emphasizing particular locations: Initial resources for work on groups (including histories), categories, processes, identities, and consequences.

- 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.
 - Introductions for sections.
 - Ageism and Adulthood, K. DeJong & B. J. Love. 533-53C
 - Ableism, C Castaneda, L. R. Hopkins, & M. L. Peters,, 457-463.
 - Transgender oppression, C. Catalano & D. Shlasko, D., 423-429.
 - Heterosexism, W. J. Blumenfeld, 371-376
 - Sexism, H. Hackman, 315-320
 - Religious oppression, M Adams & K. Y. Joshi, 227-234.
 - Classism, M. Adams, 141-147.

- Racism, L. A. Bell, C. Castaneda, & X. Zuniga

November 17.: Different types and consequences of intersectionalities, justice, power, differences, and change, emphasizing larger systems

Introduction to concept maps

Education sessions continued

Second reflective analysis due.

We will divide up, and then teach each other from these readings

- Text: Bornstein, pp 188-213. Something needed to be done; Four practices of innovative organizations.

Dialogue Methods and Applications

- 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.
- 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.

Applications to Other System Levels

- Liu, M. and Geron, K. (2008) Changing neighborhood: Ethnic enclaves and the struggle for social justice, *Social Justice*, 25(2), 18-25.
- 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.
- Massey, D. S. (2009) Globalization and inequality: Explaining American exceptionalism, *European Sociological Review*, 25(1), 9-23.
- 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.
- Goffman, A. (2009) On the run: Wanted men in a Philadelphia ghetto, *American Sociological Review*, 74(3), 339-357.

Beth will handle social justice in organizations with handouts and some lecture, and an exercise.

November 24: Working for change: Doing justice and challenging oppression. Last education sessions.

- Mullaly text: Chapter 8: Anti-oppressive social work practice at the personal and cultural levels, 220-258.
- Mullaly text: Chapter 9: Anti-oppressive social work practice at the structural level and selected principles of anti-oppressive social work
- Text, Bornstein, pp 214-246. This country has to change; six qualities of successful social entrepreneurs

Some applications to other populations and issues.

- Bottrell, D (2009) Dealing with disadvantage: Resilience and the social capital of young people's networks, *Youth and Society*, 40(4), 476-501
- 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.

December 1: Working for change. Dynamic systems approaches and integrating justice. Review earlier readings, handouts, and notes to identify key elements for concept maps. Work on Bornstein, and principles for change. **Concept maps due.**

- Text, Bornstein, pp 247-270. Morality must march with capability; Blueprint copying.
- Text: Bornstein, pp 271-305. Conclusion, epilogue, and afterword.

Some interesting articles if you are interested.

- 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
- Schensul, J. J. (2009) Community, culture and sustainability in a multilevel dynamic systems intervention science, *American Journal of Community Psychology*, 43, 241-256.
- 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.

Dec 8: Integration, application, celebration, next steps

Sharing of concept maps. Extracting learnings, applying concepts

December 15: Final assignments and revisions due