



SW 504: Social Justice and Diversity in Social Work Tuesdays 6 - 9:00pm SSW B770

3 Credits | No Prerequisites | Foundation HBSE Course | Approved 4/29/14

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Required Texts

- Mullaly, B. (2010). *Challenging Oppression and Confronting Privilege*, 2nd edition. Oxford

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 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)

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.

Social Work Themes

a. 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.

b. 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.

c. 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.

d. 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.

Learning Goals

Given the interdisciplinary nature of social work this course will draw on a number of primary research and theory from the related disciplines of anthropology, sociology, and psychology to further understand race, gender, sexuality, the social processes and mechanisms that underlie these constructs, and methods for using theory to inform relevant social work interventions.

This task can be approached in a number of ways. In this course we will pursue these learning goals through a focus on developing:

- **Theoretical and Analytic Understanding of Identity Based Forms of Oppression**

Through course readings we will develop theoretical and analytic understanding of diversity, identity, and privilege and the processes, constructs, and mechanisms involved in identity based forms of oppression through the deconstruction of dominant and common sense understandings of race,

gender, sexuality, class, and politics.

- **Relationship Building and Common Factors for Change**

Relationships are central to social work practice. The quality of relationships we develop with those we collaborate with as social workers is a *common factor* contributing to success across social work interventions. We will explore practices in which the analytic and theoretical knowledge we have developed is deployed in service of social work practice goals.

Grading

A 95-100	C+ 77-80	“A” is awarded for exceptional performance and the mastery of the material
A- 91-94	C 74-76	“B” is awarded for papers that demonstrate mastery of the material
B+ 87-90	C- 70-73	“C” is awarded when mastery of the material is minimal
B 84-86	D 65-69	“D” indicates deficiency and carries no credit
B- 81-83	E 64 or fewer	“E” indicates failure and carries no credit

Assignments

I. Class Participation and Attendance (20)

Course learning goals will be pursued through engagement with your knowledge, expertise and experiences and so will involve a great deal of discussion, in class exercises, interaction, and discussion.

You are expected to come to each class having (1) completed the required readings, (2) critically engaged with the content of the readings (see below), and (3) developed a question, concern, positive *and* negative response, etc., to the readings that you are prepared to discuss.

It is expected that discussion will occur through respectful and thoughtful engagement with the course material and with each other. Debate and disagreement is a part of learning and is encouraged. The focus of debate, however, should be directed towards *ideas* and the insights they provide into problems and interventions related to the field of social work and not be directed towards people via personal attacks or insults.

Attendance is mandatory. You are allowed one absence during the semester without penalty, after which each unexcused absence will result in a 2% reduction in your final grade.

II. Reading Responses (20)

You are required to complete 8 reading responses throughout the semester. This means that you do not have to write a reading response for *two* of the ten weeks that required readings are assigned. Each response is worth 2.5 points and is **due online via Ctools** the Monday before the class for which they were assigned at 11:59pm. You will also bring a hard copy to class. While you are responsible for completing all of the readings assigned, you only have to write about *one* reading for the reading response assignment. At the start of the semester you will be assigned to an **A** group or a **B** group and be responsible for writing a response to readings designated for that group. You will noticed an **[A]** or **[B]** mark after the readings listed below.

Attending a lecture, conference, or film: One of your reading responses can be fulfilled by attending a talk, film screening, or symposium related to the course and providing a 1 - 2 page write up describing the main arguments of the talk or content from the film and relating it to material from class. A list of possible talks will be emailed out periodically. Write ups are due two days after the event.

III. Social Work Intervention Analysis Papers (20 & 20)

The course paper assignment is a larger project that builds on and integrates a series of shorter papers. It is also designed to build on your reading responses. The final paper will serve as a synthesis of the previous two with the expectation that you will have corrected your final paper in response to both peer and instructor feedback on your previous assignments.

Paper I: Identifying a Social Work Intervention (20)

- Part I: Research and describe a social work intervention and organization.
- Part II: Interview representative of organization about intervention **OR** complete an intervention research paper.
- Final: Synthesize, incorporate feedback and reflective component.
- Due 10/16/15

Paper II: Theoretical and Multi-Level Analysis Paper (20)

- Develop a multi-level theoretical analysis of a social work intervention, ideally the intervention you wrote about in the previous paper.
- Due 11/10/15

IV. Critical Social Work Intervention Analysis & Final Presentation (20)

- Critical Social Work Intervention & Analysis Presentation
- Due date TBA

List of Course Assignments and Due Dates

Assignment	Points	Due Date
Attendance and Participation	20 points	
Reading Responses	20 points	Due online via Ctools Mondays at 11:59pm
Social Work Intervention Paper	20 points	Part I: 3-4 pages due 9/29 (5 pts) Part II: 3-4 pages due 10/13 (5 pts) Final: 8-10 pages due 10/16 (10 pts)
Theory and Multi-Level Analysis Paper	20 points	7 - 8 pages due Nov. 11/10 (20 pts)
Critical Social Work Intervention Analysis & Final Presentation	20 points	TBA
TOTAL	100 Points	

IV. Plagiarism and Academic Integrity

Plagiarism, signing someone into lecture, and any other form of academic misconduct are unacceptable.

Plagiarism is representing someone else's ideas, words, statements, or other work as one's own without proper acknowledgement or citation. For information on the University's academic integrity policies, visit <http://www.lib.umich.edu/academic-integrity>. Any student who violates these rules will receive an "E/F" for the entire class and any other sanctions imposed by the university.

V. Writing Assistance

I encourage you to visit me during office hours to discuss any obstacles or challenges you may have with expressing ideas and analysis in writing. I am happy to give feedback on your writing and meet with you to discuss and strategize best practices for writing. The Sweetland Center for Writing has a number of offices on campus (e.g., Angell Hall G219) which provide writing assistance by appointment or walk-in and online, as well writing workshops. See their website for a full listing of their services: <http://www.lsa.umich.edu/sweetland/>

VI. Specific Accommodations

Please let me know within the first two weeks of class if you require any form of accommodation for assignments or test taking.

**** SUBJECT TO CHANGE ****

Week 0: September 8th (Tuesday) SEED Week

Week 1: September 15th (Tuesday) *No readings*

- Introductions

Week 2: September 22 (Tuesday) Theory and Privilege

- Mullaly Ch. 1 “Theoretical and Conceptual Considerations” (1 - 33)
- Mullaly Ch. 10 “Unpacking Our Knapsacks of Invisible Privilege” (287 - 320)
 - **In Class: Intervention write up Part I**
 - **Reading Response due online at 11:59pm Monday 9/22**

Week 3: September 29th (Tuesday) Oppression

- Mullaly Ch. 2 “Oppression: An Overview” (34 - 66) [A]
- Schwalbe et al. (2000) “Generic Processes in the Reproduction of Inequality” [B]
 - **Social Work Intervention paper Part I DUE online by 5pm and hard copy in class**
 - **Reading Response due online at 11:59pm Monday 9/28**

Week 4: October 6th (Tuesday) Oppression at the Personal Level | Gender

- Mullaly Ch. 3 “Oppression at the Personal Level” (67 - 91) [B]
- Risman (2004). “Gender as a Social Structure” (429-450) [A]
 - DISCUSSION: Gender as a social structure / video examples
 - **Reading Response due online at 11:59pm Monday 10/5**

Week 5: October 13th (Tuesday) Oppression at the Cultural Level | Gender

- Mullaly Ch. 4 “Oppression at the Cultural Level” (93 - 125) [A]
- Shweder (2003) Ch. 4 “What About Female Genital Mutilation?” (168 - 216) [B]
 - DISCUSSION: Gender
 - **Complete Intervention paper due Tuesday, 6pm online and in class**
 - **Reading Response due online at 11:59pm Monday 10/12**

Week 6: October 20th (Tuesday) NO CLASS!

Week 7: October 27th (Tuesday) Transgender | Intersectionality

- Serano (2007) *Whipping Girl* (multiple selections listed below) [A]
 - “Trans Woman Manifesto” (11 - 20)
 - “Coming to Terms With Transgenderism and Transexuality” (23 - 34)
 - “Blind Spots” (77 - 93)
 - “Explaining Gender and Sexual Diversity” (95 - 113)
- McCall (2005) “The Complexity of Intersectionality” (1771-1800) [B]
 - **Reading Response due online at 11:59pm Monday 10/26**

Week 8: November 3rd (Tuesday) Personal and Cultural Intervention | Deconstructionist Approaches

- Mullaly Ch. 8 “Anti-Oppressive Social Work Practice at the Personal and Cultural Levels” (220 - 258) [B]
- White & Epston (1990) “Externalizing of the Problem” (38 - 75) [A]
- CARE Counsellors & Slipe (1996) *Pang’ono pang’ono ndi mtolo* (141 - 156) [ALL]
 - EXERCISE: Externalizing Conversations / Mapping the Life of the Problem
 - **Reading Response due online at 11:59pm Monday 11/2**

Week 9: November 10th (Tuesday) Structural Level of Intervention

- Mullaly Ch. 9 “Anti-Oppressive Social Work Practice at the Structural Level” (259 - 285) [A]
- Davis (1991) *Who is Black? “Other Places, Other Definitions”* (81 - 122)
- Wacquant (1997) “For An Analytic of Racial Domination” (221 - 234)
- Wacquant (2005) “Race as Civic Felony” (127 - 142)
 - **Reading Response due online at 11:59pm Monday 11/9**

Week 10: November 17th (Tuesday) Common Factors in Social Work Practice

- Wampold & Imel (2015) Ch 3 “Contextual Model vs The Medical Model” (62 - 81)
- Drisko (2013) “The Common Factors Model: Its Place in Clinical Practice and Research” (398-413)
- Cameron & Keenan (2013) *The Common Factors Model for Generalist Practice* (selections below)
 - Ch 3 & 4 “The Common Factors Model” & “Social Worker Factors and Relational Fitness”
 - Ch 7 “Relationship Factors and Engagement Processes”
 - **Reading Response due online at 11:59pm Monday 11/16**

Week 11: November 24th (Tuesday) Politics

- Arendt (1998) Ch 2 “The Public and the Private Realm” (22 - 67)
- Zerilli (2005) *Feminism and the Abyss of Freedom* “Introduction” (1 - 30)
- Bourdieu (1982) Ch 8 “Political Representation” (171 - 202)
 - **Reading Response due online at 11:59pm Monday 11/23**

Week 12: December 1st (Tuesday)

- **Presentations**

Week 13: December 8th (Tuesday)

- **Presentations**

Week 14: FINAL PAPERS DUE TUESDAY DECEMBER 15th