



SW 504: Social Justice and Diversity in Social Work

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Office Hours: *room 2764 SSWB 5 – 6pm*

Schedule: *6pm – 9pm Monday Fall term*

Class Location: *B684 SSWB*

3 Credits, no prerequisites

Foundation HBSE Course

Approved 4/29/14

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.

Required Text:

Bob Mullally's *Challenging Oppression and Confronting Privilege*
Second edition; 2010

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 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.

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?

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.

Course Outline

Session #1: Who are we? Class Norms, Community Building, Overview of topics

- Why are you here? What are your motivations?
- Who are we as a class?
- How will we build community in this class?
- How will we celebrate our joys?
- How we navigate, acknowledge, heal & move forward from our challenges?
- Review of syllabus, schedule & assignments

Session #2: Social Work Standards and Competencies related to Social Justice and Diversity in Social Work

- *CSWE Core Competencies*-PDF on CTools
- *NASW Code of Ethics*-Follow this link: <http://www.naswdc.org/pubs/code/code.asp>
- *NASW Standards of Cultural Competency*-PDF on CTools
- *UM Mission Statement*-Follow this link: <http://president.umich.edu/mission.php>
- *SSW Mission statement*-Follow this link: <http://ssw.umich.edu/about/mission.html>
- *SSW P.O.D.S.*-Follow this link: <http://archive.ssw.umich.edu/studentguide/2014/page.html?section=2.01&volume=3>

Session #3: Theoretical and Conceptual Considerations

Chapter 1: Theoretical Perspectives on Social Problems

Intro to conflict and multiple types and levels of analysis

- What is the difference between a *theory* & a *perspective/framework*?
- What is the *Strengths Perspective*?
- What is *Generalist practice*?

- What is *social justice*?
- Who are the *oppressed/marginalized*? (Reviewing POC & People of different cultures/religious & spiritual beliefs, women & LGBTQ communities)
- What are *social identities*?
- What is *intersectionality*?
- Who are the *target groups* (aka minorities)?
- Who are the *agent groups* (aka majorities)?
- Review of *major social "isms"* (classism, racism, heterosexism & ageism)

Session #4: Social Justice, Implications for Practice and Policy

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

Session #5: Privilege, Oppression, Power, Tacit Assumptions, Social Constructions

Ch. 10-Unpacking Our Knapsack of Invisible Privilege
Ch. 2- Oppression: An Overview

Session #6: Oppression at Personal and Cultural Level

Ch. 3-Oppression at the Personal Level
Ch. 4-Oppression at the Cultural Level

Session #7: Oppression at Structural Level and Internalized Oppression and Domination

Ch. 5 Oppression at Structural Level
Ch. 6 Internalized Oppression and Domination

Session #8: Intersectionality: Personal, Cultural, Structural

Ch. 7-The 'Web': The Multiplicity, Intersectionality, and Heterogeneity of Oppression

Session #9: Working for Change: Addressing Oppression

Ch.8-Anti-Oppressive Social Work Practice at the Personal and Cultural Levels

Session #10: Working for Change: Dynamic System Approaches and Anti-Oppressive Social Work at Structural Level

Ch. 9-Anti-Oppressive Social Work at the Structural Level and Selected Principles of Anti-Oppressive Social Work

Session #11: More Application, Reflection

Session #12: Continued Forward Movement

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.

Session #13: Celebrating Hard Work and Closing Session

Grading:

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.

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. 30 %

b) 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 the end of November (10%).

c) Self reflection homework (10%)

d) Pick from one of three final projects: (50%)

1. A substantial analytic paper, completed individually.
2. A carefully prepared education session for the class, with resource materials, an evaluation, and a final individual analytic reflection.
3. Others could involve final products that use various kinds of social or electronic media such as storify - This is an online tool that you can use to comment on social media. Pick a current issue that connects to race and social justice and create a Storify piece.

In all versions, students should be able to assess and apply different kinds of theories by the end of the term. Students are to apply at least two theories to a social issue. In another, a major component includes learning and applying one theory thoroughly, and learning others from classmates, ultimately being able to apply a number of them.

Syllabus and Reading Lists Fall 2014

Readings by Week:

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

September 14: *First class – no reading expected*

September 21: *Introduction to some basic categories, the course and each other: Multiple choices, paradigms, class goals and norms.*

- **Mullaly text: (2010): Theoretical and Conceptual Considerations**
- **Safe Spaces to Brave Spaces (on Canvas)**

September 28: 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).

- **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,

Oct 5. Conceptual frameworks, power, change and applications. Also a quick overview of types of theories (so you can think about selecting one for your theory project next week. Continuation of community simulation. Definitions of social justice and their implications for policies and other factors.

Continue work in theory groups.

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

- **Reed, B. G. (2012 DRAFT) Theorizing approaches to justice**
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.
- **Reed, B. G. (2005) Theorizing in community practice, 84 – 102. In Weil (Ed) Handbook of Community Practice.**
- **Reed, B. G. (2013 DRAFT) Five analytic perspectives: An overview**
- **Reed, B. G. (2013 DRAFT) Five analytic perspectives: Power, justice/injustice, change**

and resistance to change

Oct. 12. Inter-sectionality and how power, privilege, oppression and differences interact, and some implications.

Formation of theory/theorizing workgroups. Work in theory groups, develop contracts/set up education session schedule.

- **Chapter 2: Oppression: An overview 34-66.**
- **Chapter 10: Unpacking out knapsacks of invisible privilege, 287-321.**
- **Smith, Andrea Pillars of Oppression (article on Canvas)**
- **Garza, Alicia #BlackLivesMatter (article on Canvas)**

A major focus will be on the five paradigms Mullaly presents in chapters 2 to 6 (pp 44 to 158)

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 19: FALL BREAK

October 26: More about privilege, oppression, intersectionality and implications. Linking the five perspectives with different categories or justice, oppression/privilege, and strategies for change.

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**

Garrett, Jan (2002) Martha Nussbaum on capabilities and human rights.

<http://www.wku.edu/~jan.garrett/nussbaum.htm>

- **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**
- 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.
- 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:

- 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 —constituenciesll 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*.

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?

October 26: Different types and consequences of inter-sectionality, justice, power, differences, and change. Emphasizing groups and individuals, education sessions continued, Culture and Diversity

- **Mullaly text: Chapter 3: Oppression at the personal level 67-92.**

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, Bolen 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

Nov. 2: Different types and consequences of inter-sectionality, justice, power, differences, and change, emphasizing larger systems

Education sessions continued: We will divide up, and then teach each other from these readings

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.

November 9: Working for change: Doing justice and challenging oppression

- **Mullaly text: Chapter 6: Internalized oppression and domination 160 – 187**
- **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.**
- Bottrell, D (2009) Dealing with disadvantage: Resilience and the social capital of young people's networks, *Youth and Society*, 40(4), 476-501

November 16: Working for change. Dynamic systems approaches and integrating justice.

Review earlier readings, handouts, and notes to identify key elements for concept maps.

Last education session

- **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**
- **Jaquie Patterson (2011) *And the People Shall Lead***
- 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.

November 23: Integration and application Review, extract principles.

- **Mullaly text: Chapter 8: Anti-oppressive social work practice at the personal and cultural levels, 220-258.**

Nov 30: Making sense of and theorizing in the macro world for social justice.

Begin sharing of concept maps

- **Mullaly text: Chapter 9: Anti-oppressive social work practice at the structural level and selected principles of anti-oppressive social work**

Dec 7: Application and next steps

Applying concepts and theorizing.

Dec. 14: Celebrating our work - Final assignments and revisions due