



SW 504: Diversity and Social Justice in Social Work
Fall 2016

Section: 005 UM **Class #:** 27386
Day and Time: Wed, 5-8pm, 2816 SSWB
Office Hours: Tues 1-3pm, or by appt

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

*“We are here not only to transform the world,
but also to be transformed.”*

-Parker Palmer

Welcome to SW 504! I look forward to teaching and learning from you.

A quick outline of this syllabus:

- (1) **Overview of SW 504** (Official SSW stuff)
 - Course Description & Content
 - Course Objectives & Design
 - Course relation to Social Work themes, ethics and values
- (2) **Overview of class & school policies** (Expectations and norms)
 - Attendance & Participation
 - Office Hours
 - Email & Technology Use
 - Services for Students with Disabilities
 - Writing & Tutoring Help
 - Plagiarism
 - Safety & Emergency Preparedness
 - Course Grades
- (3) **Overview of course agenda** (What you need to do)
 - Readings
 - Schedule
 - Assignments

Part 1

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 understanding of the institutional, organizational, policy, and socio-cultural arrangements that contribute to them.

Additionally, this foundation course will explore formulations of human rights, including positive rights, and negative conditions that need to be eradicated. This course also studies how social justice and injustice occur in organizations, institutions, and society, relevant theories that can inform work for justice (e.g., critical race theory, and components of many theories), and how mechanisms of oppression and privilege work (e.g., marginalization, exploitation, violence, cultural hegemony, and powerlessness).

Course Objectives

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

1. Describe community and organizational work for social change.
2. Demonstrate knowledge and skills for working for justice, enacting critical consciousness, and engaging and addressing issues of power and diversity. (4.2, 4.3, 4.6, 4.7)
3. Describe the dynamics of difference and dominance/oppression are and how they impact human functioning and social relations within and across diverse groups. (4.1, 4.5)

4. Describe how structural differences in society are shaped by historical, psychological, social, and political factors. (4.1, 4.5)
5. Demonstrate knowledge of social locations, constructions, processes, and identities and the diversity within these. This includes increased knowledge about the forces that shape complex selves, relationships, and worldviews.. (4.2, 4.3)
6. Demonstrate skills in critical contextual thinking, applying multiple theories and frameworks to illuminate underlying assumptions, biases and possible opportunities, and engaging in praxis.
7. Demonstrate awareness of the sources of power, how to mobilize power towards positive change, and ways to challenge oppressive assumptions, biases, and prejudices (4.2, 4.3)
8. Describe methods for continuing a lifelong process of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society. (4.2, 4.4, 4.6, 4.7)

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, life experiences, and hinder our work with diverse populations. Special attention will also be given knowledge about justice and change, and principles of change towards justice.

Theme Relation to Multiculturalism & Diversity

Multiculturalism and diversity is addressed from the perspective of critically considering how diverse dimensions (such as ability; age; class; color; culture; race/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

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

This theme 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

This theme 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.

Part 2

Attendance & Participation:

In this course, your attendance and participation in our weekly section meetings is mandatory and accounts for 25% of your grade. You will be allowed one absence (excused or unexcused) without penalty, but will be expected to make up the work you missed. Any additional absence should come with requisite documentation, and is subject to a grade penalty. You are responsible for any material you miss due to an absence; I recommend you exchange contact information with a classmate or two, and stay informed of what happened when you were gone.

Class begins promptly at 5:10 (welcome to Michigan time); you should be in your seat and ready to begin at that time. Consistent, unexcused lateness will result in a grade deduction.

I understand that people participate in different ways, so I don't expect everyone to participate vocally in every session, but don't let that be an excuse to hide out and stay silent; participation can also come in the form of noticing and including others, completing reading and writing assignments, coming to office hours, or communicating with me and your peers outside of class. As social workers, you will inevitably be called on to find your voice, and to speak up (with clients, colleagues, supervisors, communities) even when you'd rather not. Our classroom is a good place to start to practice that.

A Note about Respect & Safety:

You are welcome here. Each one of you has something to learn from your peers here and something to teach. I promise you: You do not know everything; you do know some things. You are invited to reflect critically, listen respectfully and share thoughtfully. This class should be a safe space, where we are attentive to each other's differences, and willing to acknowledge when we have upset someone (intentionally or not). That said, safety is not the same thing as comfort. There may be times when you are pushed to the limits of your comfort zone. You are entitled to have an opinion, but remember that yours is not the only one. Sometimes people might say things that upset you; that is expected. The question is *not* how to avoid ever offending one another, but how to respond maturely, thoughtfully and kindly when we are triggered. Together, we will establish group guidelines early in the term, to which you will be held accountable. Please feel free to come and speak with me about any questions or concerns that may arise.

Office Hours/Email Policy:

I welcome correspondence from my students, and am happy to meet with you outside of class, preferably during my office hours, or by appointment. However, I value my life outside of work and you should value yours, too. Please note that I will not respond to emails after 9pm until the next business day, and I refrain from checking my email all day on Sunday. Plan your contact accordingly. (If you don't hear back within 24 hours, feel free to contact me again.)

Laptops/Cell Phones:

As a small, interactive seminar, this is *not* the kind of class where you can hang back and surf the web and not be noticed. The internet is fun, I get it. It is also very distracting. When in class, I expect you to bring your full attention. If you get a phone call/ text/ email/ snapchat that you just HAVE to take right now, please excuse yourself. I would rather you walk out and do what you need to do than sit there and distract others. With that in mind, I will ask that your laptops be put away during times when they are not strictly necessary for taking notes.

Special Accommodations:

It is my hope that any special needs you have would not get in the way of your education. If you need extra support, please don't suffer in silence. Come speak to me, and also file with the Office of Services for Students with Disabilities, if you have not already done so. Let me know what I can do to support you. Documentation should be submitted to me in the first two weeks of the term. (For more info, see: <http://www.umich.edu/~sswd/>)

Writing Help & Tutoring

If you need additional help with your writing (and I will let you know if I think this is the case), you are welcome to visit the Sweetland Writing Center, located at 1310 North Quad, 105 South State Street. Sweetland offers writing workshops, which are one-on-one meetings with Writing Workshop Faculty. They also offer services for non-native English speakers. For more information about Sweetland, please visit <http://www.lsa.umich.edu/sweetland/>, email them at sweetlandinfo@umich.edu, or call them at (734) 764-0429.

In addition, the School of Social Work's Career Services Center is developing a writing assistance program for students who need extra support. Tutoring in specific SSW courses is also available on a case-by-case basis. Please contact Michelle Woods at micwoods@umich.edu for details.

Plagiarism:

The University of Michigan has a strict policy against plagiarism. Everything you say in writing that's not universally accepted common knowledge should be cited. If you draw on the ideas of another scholar (or musician or poet), tell me who. Don't make up facts, and don't use someone else's ideas (and especially their words) without giving them due credit.

From the [UM Library site on Academic integrity](#):

Plagiarism is perhaps the most common form of academic dishonesty. However, there are many types of plagiarism, and most plagiarism is not intentional. Frequently, it is the result of taking insufficient notes when reading your sources. Below are several types of plagiarism of which you should be aware.

Accidental Plagiarism

- Forgetting to place quotation marks around another's words
- Omitting a source citation for another's idea because you are unaware
- Carelessly copying a source which you mean to paraphrase

Deliberate Plagiarism

- Copying a phrase, sentence, or passage from a source and passing it off as your own
- Summarizing or paraphrasing someone else's ideas without acknowledging your debt
- Handing in a paper you bought or had a friend write or copied from another student

Using people's ideas and properly citing them shows an appreciation of the work of others in your field of research. Integrating sources into your own work demonstrates your ability to use theories/models/statistics, etc. to support your argument. Readers want to know how you have made your assumptions, and using sources verifies your claims.

Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcpliance@umich.edu.

Office of Student Services
School of Social Work | Room 1748
[734-936-0961](tel:734-936-0961)

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at
<http://www.dpss.umich.edu/emergency-management/alert/>.

Course Grades

The University of Michigan School of Social Work Master's Program is on a 9.0 grading scale, which translates as follows:

A+ -----9.0	A -----8.0	A- -----7.0	B+ -----6.0	B -----5.0	B- -----4.0
C+ -----3.0	C -----2.0	C - -----1.0	D -----0	E -----0	

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade that carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure & carry no credit.

GRADING SCALE (by percentage; multiply by 8 for *class points*):

97-100=A+	93-96=A	90-92=A-	87-89=B+	83-86=B	80-82=B-
77-79=C+	73-76=C	70-72=C-	67-69=D+	63-66=D	60-62=D-

Evaluation Criteria and Procedures:

I use an 800-point grading system. Your grades along the way should be a reflection of your final grade: if you consistently submit work scoring in the top 93-95% percent (e.g. 9/10, 48/50), you can expect an A in the class. If your work is consistently at the 85% level, you can expect a B. Feel free to contact me in the middle of the term if you'd like to check in about your grade. I will provide a rubric for each assignment letting you know what I expect for A-level work, B-level work, etc.

Of 800 possible points:

- Attendance: 100
- Participation: 100
- Interview Memo: 50
- Memos (6): 180
- Outside of My Box Assignment: 100
- Memo on Final Project: 50
- Final Project Part 1(Presentation or Concept Map): 120
- Final Project Part 2 (3 page paper): 100

Grade Dispute Policy

To contest a grade, please wait at least 24 hours, and then send me a one-paragraph explanation of your concerns and submit it to me via email. If I re-evaluate your grade, I reserve the right to raise or lower it.

Part 3

Readings:

You will have an exceptionally hard time making it through this class without doing the readings. Your participation and memo grades will be dependent on staying on top of the readings; be sure to allocate adequate time for them. It is not cheating to meet to discuss readings with your peers. In fact, working together is encouraged. All of these books are available on reserve; you do not need to buy them. I can also scan a limited number of chapters and post them on Canvas; however, copyright restrictions regulate the number of chapters per book I can copy.

Select chapters from:

- Mullaly. (2010). *Challenging oppression and confronting privilege: a critical social work approach*. Oxford University Press, USA.
- Boggs & Kurashige. (2012). *The Next American Revolution: sustainable activism for the twenty-first century*. Berkeley, CA: University of California Press.
- Kendall. (2006). *Understanding White Privilege: Creating pathways to create authentic relationships across race*. New York, NY: Taylor & Francis.

Additional readings, including articles, poems and book chapters, as well as links to videos and/or podcasts, will also be posted on Canvas throughout the term. Given the dynamic world we live in, and the exciting political climate we are a part of this fall, supplementary readings may be modified to reflect compelling current event issues.

Weekly Schedule:

The course is designed in three parts:

- Part 1 (Weeks 1-5):* Setting a foundation
Intro to social identities, theory, privilege & oppression
- Part 2 (Weeks 6-10):* Understanding privilege & oppression in various contexts
- Part 3 (Weeks 11-13):* Synthesis, application-- So what?

Note: This is a blueprint, not a contract. Some readings or deadlines are subject to change, to better reflect compelling current events and/or the interests and needs of our class.

Week #	Readings	Topic/ In Class	Assignment Due
Week 1 Sept 7	None	Course Overview; Intros Last hour: Interview one another	
Week 2 Sept 14 (Continued)	Staller. "Teaching SW from a Conflict Perspective" Boggs, <i>Preface</i> Miner. (1956) "Body Ritual among the Nacimera"	Situating Ourselves in the Social World Course Guidelines Last hour: Read what your partner wrote about you, edit, discuss	Interview Memo due (ALL)
Week 3 Sept 21	Mullaly, Ch 2? McIntosh. Unpacking our knapsacks of invisible privilege. Kendall, Ch 1	Overview of Privilege, Power & Oppression	Memo 1
Week 4 Sept 28	Mullaly, Ch 1 Hill Collins (2016). Intersectionality as Critical Praxis	Theoretical Approaches to Social Problems; Intro to Intersectionality	Memo 2
Week 5 Oct 5	Mullaly, Ch 5 Bonilla-Silva. <i>Racism without Racists</i> , Ch 1	Overview of Structural Inequality	Memo 3
Week 6	DuBois. <i>The Souls of Black Folk</i>	Race	Memo 4

Oct 12	Jones & Newman. <i>Our America</i> (Select pages) Kendall, Ch 2		
Week 7 Oct 19	Friedan. (1963) "The Problem that has No Name" Hill Collins. (2000). <i>Black Feminist Thought</i>	Gender Feminist Theory (3 waves)	Memo 5
Week 8 Oct 26	Mantsios. (2000) "Class in America" Lareau. (2002). "Invisible Inequality"	Class Conflict Theory <i>PlaySpent</i>	Memo 6 <i>Final Project Memo</i> due (ALL)
Week 9 Nov 2	Pager. (2003) "The mark of a criminal record" Uwujaren & Utt. (2015). "Why our feminism must be intersectional"	Intersectionality: Race, Gender & Class <i>The Spaceship</i> activity	Memo 7
Week 10 Nov 9	Kimmel, M. (1994) Masculinity as Homophobia Hempel (2016). "My Brother's Pregnancy"	Sexual Orientation & Gender Non-conformity (Also: Election Week!) Sign up for Final Presentation	<i>Outside of My Box</i> due (ALL)
Week 11 Nov 16	Wendell, S. (1996). The Social Construction of Disability in The Rejected Body. Todd. Confessions of a Christian Supremacist	Disability, Religion, National Origin	Memo 8
(Nov 23)	NO CLASS	THANKSGIVING BREAK	
Week 12 Nov 30	Boggs. Ch 6, "We are the leaders we've been looking for" Kendall, Ch 8, "Becoming an Ally"	Working for Change/ Anti-Oppressive Social Work Current Events	<i>Presentations</i>
Week 13 Dec 7	Johnson. "What can we do?" Palmer, P. "If only we would listen"	Working for Change/ Anti-Oppressive Social Work LAST CLASS Where do we go from here?	DUE: Integrative Final Project (Dec 12) <i>Presentations</i>

More Details about Assignments:

Memos (6 total; 30 pts each)

Each week, you will have several chapters or articles to read. For six weeks in the term (you choose which six), you will be asked to turn in a brief, 1-2 page, double spaced memo (450-650 words) where you discuss and analyze important points from the reading. You should go beyond summarizing to also make links to other readings and class materials. Memo should include:

- What are 2 or 3 main points you take from the article? (Bullet points ok; brief direct quotes are also ok, as long as you use quotation marks, author's last name and page number. However, as best you can, try to restate in your own words)
- What do you find unclear, or inaccurate?
- What feelings did this reading did this bring up for you? (Anger? Sadness? Frustration? Excitement? Nostalgia? Hope?) Why?
- How does this relate to your own experiences/observations/understandings, or to what you see going on in the world around you?
- You should also include reference to at least one other reading, video, analytical concept or theory we discussed in class, with a proper citation at the end of the memo.

You don't need to answer each of these questions every week, but strive to use these questions as a guideline. These are due by Tuesday at 11:59pm, on the night before class meets, and should be submitted online via Canvas. Late memos will not be accepted.

Written Assignments

1. **Introducing someone else** (50 pts) *Due Sept 13 in class, HARD COPY*
 - a. Interview a classmate for 15-20 minutes
(They can have ten minutes to free write before being interviewed)
 - i. What brought them here?
 - ii. Pivotal moments in their own journey
 - iii. Influential people
 - iv. Social change they want to make/ problems they want to address
 - b. Write a one to two page memo introducing your partner. Bonus points if you make me laugh :) (Due in class week 2-- HARD COPY; 40 pts)
 - c. Prior to submitting your interview memos, you will be given time in class to read what your partner wrote about you, and write a brief memo to me, which will be turned in with what your partner wrote about you (10 pts)
2. **Final Project Proposal Memo** (50 pts) *Due Fri, OCT 26, CANVAS*
 - a. In preparation for your two major assignments, please submit a one-page memo outlining your plan for the final project. This should include which option you plan to choose, who, if anyone, you plan to work with, and a timeline for your

submission. This is primarily meant to get you thinking about the final project early, rather than waiting til the last minute, and to give me a chance to give you feedback.

- b. You should also include a brief (1-3 sentence) description of your plan for the *Outside of Your Box* Assignment due Nov 9. What event or activity will you attend. How will you get access? What will your role be? How is this different from the kinds of places you usually find yourself?

3. Outside of My Box Exercise (100 pts)

Due Nov 9, CANVAS

- a. For a 3 – 5 hour period (or longer if you choose), experience the world outside the box of your social identities. The activity should take you outside of your own comfort zone. Perhaps you will pursue an ally action that stretches you. Perhaps you will place yourself in a position where you're feeling "othered" in regards to aspects of your identity that would normally prevent you from experiencing that feeling. All people can be allies to someone. Pursue an ally or "othering" activity that is new to you based on the many diverse intersectionalities we have discussed in class. During this exercise, each student should think about their personal safety and be careful. Hate crimes and discriminatory practices are common against people from marginalized identities. If what you want to do is unsafe, please write your thoughts on why you made the choice not to act out the exercise. Include your emotions, thoughts and considerations.
- b. Please write a description of your experience in a paper, approximately 3 pages (double-spaced, 12pt. font). 1. What did you do? 2. What was the experience like for you? 3. What did you learn about yourself through participating (or not participating) in this experience? 4. What did you learn about the world around you through participating (or not participating) in this experience? 5. What are you going to do with the information you learned from participating (or not participating) in this experience?

4. Integrative Final Project (220 pts)

Presentation Nov 30 or Dec 7; Paper Dec 14

- a. The goal of the final project is to help you *synthesize* the content you learned throughout the term, and start to think about how you can *apply* it to your social work practice, as well as perhaps your life more broadly. You are encouraged to draw on readings and discussions from the course, as well as activities, handouts, and your own life experiences. You will be asked to choose on social work/ social justice issue, or one population of concern to social workers, and demonstrate how theoretical perspectives might inform our approaches as social workers to this group or issue.

- b. Alternately, you may choose to make a concept map (electronic, hard copy, or three-dimensional), where you visually represent various theoretical concepts explored in the course, and map out their inter-relationship.
- c. Your final project (120 pts) may take one of several forms, giving you an opportunity to draw on your own unique skills, interests and learning styles. I will provide a more thorough assignment description and rubric later in the term. For now, just keep in mind that options (you choose *one*) will include:
 - 1. A concept map
 - 2. A brief*, Ted talk-style presentation
 - 3. A podcast
 - 4. A voicethread* (pre-recorded audio/visual powerpoint presentation)
**10 minute maximum*
- d. Regardless of what presentation format you choose, you will also be responsible for a 3 page analytic reflection paper, due Dec 14 (100 pts). You may work alone or in groups of 2-3 for the final presentation, but each student will turn in his/her own final paper.

Final Note: Every class, every semester, and every group of students is different. The element of the unknown is what makes education exciting (a little terrifying)! I look forward to embarking on this journey with you, and can only hope that we'll have grace for one another as we stumble and learn together. Please be patient with me, be patient with one another, and know that I am always happy to speak with you about any questions or concerns that may arise.