

**SW 504: Social Justice and Diversity in Social Work**

Fall, 2016 section 010  
Tuesdays 6:00 pm – 9:00 pm  
Room B770, SSWB  
Foundation HBSE Course, 3 credits

Instructor: Diane Back, LLMSW  
Contact Info: [dback@umich.edu](mailto:dback@umich.edu) / 312.813.0091  
Office hours: Do feel free to ask to meet!

**Required Texts**

- Mullaly, Bob (2010) *Challenging oppression and privilege*, 2nd Ed, Oxford University Press, 978-0-19-542970-1

**Additional Readings**

- All of the readings and handouts that are used in this class will be uploaded to Canvas

**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).

<b><u>CSWE Competencies</u></b>	<b><u>Practice Behavior</u></b>
<b>4.1</b> Engage diversity and difference in practice	Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
<b>4.2</b> Engage diversity and difference in practice	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
<b>4.3</b> Engage diversity and difference in practice	Recognize and communicate their understanding of the importance of difference in shaping life experiences.
<b>4.4</b> Engage diversity and difference in practice	View themselves as learners and engage those with whom they work as informants.

### **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.
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. Describe how structural differences in society are shaped by historical, psychological, social, and political factors.
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.
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.
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.

### **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.

### **Course themes and concepts we will draw upon**

#### **Themes:**

- 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.

#### **Concepts:**

- Difference between dialogue, discussion, debate & discourse.
- Difference between equity, access & equality.
- Difference between intent & impact.
- Difference between action & service; 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.

### **Course Policies:**

**Emailing the Instructor:** I make a point to check email once a day Monday to Friday and try to respond within 48 hours. If I will be away from email you will receive an out-of-office reply.

**Scheduling appointments:** I will be available an hour before and after each class as well as being available to schedule via email/phone.

**Late assignment policy:** One point will be deducted for each day an assignment is late, including weekends. If an extension is needed, arrangements can be made with the instructor up to 24 hours before the assignment's due date. *NOTE: late Discussion Questions posts cannot receive credit.*

**Grade change policy:** Students who wish to petition for a grade change must submit a formal, detailed, *written* (non-electronic) request to the instructor within 72 hours of receiving the grade.

**Accommodations:** Please let me know of any accommodations that may help to enhance your learning experience, as soon as possible and preferably at the beginning of the semester. Official requests for accommodations by persons with disabilities may be made by contacting the Services for Students with Disabilities (SSD) Office located at G664 Haven Hall and can be contacted at 734.763.3000;

<https://ssd.umich.edu/>

**Religious Holidays recognized at UM:** [https://www.provost.umich.edu/calendar/religious\\_holidays16-17.html](https://www.provost.umich.edu/calendar/religious_holidays16-17.html). It is the obligation of students to provide their instructor with reasonable notice of the dates of religious holidays on which they will be absent at the beginning of the semester.

**UM's Code of Academic Conduct:** Acts of plagiarism, cheating, double submission of essentially the same paper to different classes, paraphrasing from the internet, etc. are considered acts of dishonesty that violate the rights of other members of your community. Full text of this policy can be found at <http://sww.umich.edu/msw-student-guide/volume/1/academic-and-professional-policies>. Here are two such definitions for reference:

**Plagiarism:** Submitting a piece of work (for example, an essay, research paper, assignment, lab report) which in part or in whole is not entirely the student's own work without attributing those same portions to their correct source.

**Double Submission of Papers:** Submitting or resubmitting substantially the same paper for two or more classes in the same or different terms without the express approval of each instructor.

**Writing Assistance:** Students in need of writing assistance or tips can contact Career Services within the School of Social work room 1696, <https://sites.google.com/a/umich.edu/ssw-writing-help/>; or Sweetland Writing Center, located at 1310 North Quad, 105 South State St, <http://www.lsa.umich.edu/sweetland/>, email them at [sweetlandinfo@umich.edu](mailto:sweetlandinfo@umich.edu), or call them at 734.764.0429. Please note that Sweetland typically requests advance scheduling (@2 weeks) to edit and review papers with you.

**Health and Wellness Services:** Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis ([laurdavi@umich.edu](mailto:laurdavi@umich.edu)) or Nyshourn PriceReed ([ndp@umich.edu](mailto:ndp@umich.edu)); 734.936.0961, regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Also contact Health and Wellness using [ssw.wellness@umich.edu](mailto:ssw.wellness@umich.edu). The MSW student Guide to Health and Wellness can be found at [http://www.ssw.umich.edu/current/Health\\_Wellness\\_Guide.pdf](http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf)

**Student Mental Health and Wellbeing Services:** University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support; services are available. For help, contact Counseling and Psychological Services (CAPS) at 734.764.8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You

may also consult University Health Service (UHS) at 734.764.8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>. For alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources).

**Dependent Care Resources:** For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (<http://www.studentswithchildren.umich.edu>). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (<http://www.hr.umich.edu/worklife/>) and the UM Child Care gateway (<http://www.hr.umich.edu/childcare/>).

**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 734.764.7793 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-ADAcompliance@umich.edu](mailto:ssw-ADAcompliance@umich.edu). Office of Student Services School of Social Work in room 1748 at 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/>.

<b>GRADING</b>	
<b>I) Attendance and participation</b>	15%
<ul style="list-style-type: none"> <li>Inclusive of small &amp; large group interactions</li> </ul>	
<b>II) Weekly Discussant &amp; Discussion Questions Forum</b>	20%
<ul style="list-style-type: none"> <li>Sign-ups will take place during week 2 to begin week 3 for a total of 10 weekly commitments</li> <li><b>A)</b> Post one (1) question about that week's readings for nine (9) assigned weeks, 1 point per (quality)               <ul style="list-style-type: none"> <li>Post by <b>Sunday 9 pm</b> each week that you are not leading discussion</li> </ul> </li> <li><b>B)</b> Lead weekly discussion, summarize readings and curate questions in forum, (2-3 students sign-up per week), 11 points               <ul style="list-style-type: none"> <li>Post to discussion forum before class and bring to class</li> </ul> </li> </ul>	
<b>III) Personal Philosophy related to PODS</b>	20%
<ul style="list-style-type: none"> <li>Four (4) pages, due <b>October 11, 2016</b> (Week 6)</li> </ul>	
<b>IV) Reaction Sheets</b>	15%
<ul style="list-style-type: none"> <li>Choose any five (5) classes to reflect upon at any point throughout the semester, other than the last 2 classes.</li> <li>To be submitted before the next class by the following <b>Monday 11 pm</b></li> </ul>	
<b>V) Final Integrative Assignment</b>	30%
<ul style="list-style-type: none"> <li>In class presentation by sign-up on either <b>December 6<sup>th</sup> or 12<sup>th</sup>, 2016</b> (Weeks 12 &amp; 13)</li> </ul>	

### **Course Grading & Assignments/Deadlines:**

We have a lot of small assignments that are designed to support us in creating an effective co-learning community as a class. Please remain on top of them, out of respect for your own learning and for the hard work and contributions of your classmates. All assignments are due at the beginning of the class (uploaded both to Canvas AND printed copy handed in during class) on the dates specified unless otherwise noted.

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 and carry no credit.

### **I) Attendance and Participation**

Attendance and participation in all class sessions is critical for the learning process in this course. For this reason, students are expected to attend all class sessions. Active participation is essential to the small group learning community we will create. Please plan to show up each week on time (ready to start by 10 minutes after the hour), having done the readings, and ready to engage. I do, however, understand that life happens. If you must miss class please let me know with as much notice as possible. If you miss more than 1 class without notice it may be reflected in your participation grade.

If students are scheduled to present material or lead class discussions on the day of an absence, documentation will be required to prove the necessity of an absence before the student will be allowed to make up that presentation opportunity for points.

You won't be graded for *what* you say in this class—there are no clear rights and wrongs in the kind of inquiry we'll be doing together. But you will be graded for the effort you invest in developing your skills at listening, engaging, communicating (verbally and non-verbally), and critically interrogating. "Considerate" participation necessitates respectful and engaged comments *and* body language. Please remember to turn off your cell phones and other distracting electronic devices.

In recognition of different learning styles, if you are having a difficult time engaging with material content or how it is presented or what type of participation is being encouraged please let me know in email or in person. We can always talk through your ideas during office hours and discuss strategies that may help you with participation during class.

### **II) The Weekly Discussion Questions Forum:**

You'll post 1 question by **9 pm Sunday** night before class for 9 out of 10 classes with assigned readings. And work collectively with 2-3 others for 1 signed-up week to summarize readings and curate questions posted, due in class and posted to Canvas before class. Sign-ups will take place during Week 2.

**A)** The purpose of the forum is to give us a sense of where curiosities, confusions, excitements and controversies lie in our readings, so that we can guide ourselves to and through them efficiently (and maybe even effectively!) in class each week.

Ask questions you really want us to answer or explore! You can also post links or add images or videos in your comments, to extend the conversation with more resources (but you still need to write your own words, too), as are you more than welcome to respond to others' questions and comments. Questions will be curated each week to focus our conversation in the classroom.

Questions must be on time to receive credit—a late post does not contribute to our class, since we want to use our contributions to inform our class sessions.

**B)** As part of our collaborative learning process this term, we will be divvying up responsibility for curating and sharing highlights from our readings as well as questions each week. This should be in a format that is something capable of being readily digested, and we will rely on these in class to jog our memories, guide our inquiry, and organize the many theories and ideas and perspectives we'll be juggling each week. At the end of the term, we will find ourselves with a full set of collectively constructed notes.

When it is your turn (sign-up will take place during week 2 of the semester), your task is to create a one sheet guide to the readings for the week (it can be two sided if you *really* feel it needs to be). Your handout might:

- Graphically represent and/or organize key information
- Summarize key points
- Raise critical questions
- Draw connections between the week's readings
- Draw connections to previous readings/ideas/experiences in class

Your curated summary of the readings and questions cannot do all of these things *thoroughly*. If it did, it would be too hard to digest. The readings were already thorough; we don't need you to rewrite them. Rather, challenge yourself to examine all of your ideas about what you could put onto your sheet, and then EDIT. Edit creatively, edit wisely, and edit with our course purposes in mind. You will want to collaborate with others who are signed up for the same week; cover what *you* find compelling.

### **III) Personal Philosophy related to PODS, due Week 6 (10/11/16)**

Think about your own life and experiences, in different environments and contexts over time, in connection with our readings and class activities. Choose one or two areas of privilege and one or two areas of oppression from your life and reflect upon how these have impacted your thoughts, feelings, and opportunities. Include some brief examples of how you became aware of your own privilege and oppression and describe some of the thoughts and feelings related to this awareness. Consider core concepts about social work and various communities relevant for you—of place, interest, and identity—groups and organizations you have been part of and their influences on you and others. Reflect upon ways that these experiences and understandings may impact your social work practice and incorporate a summary statement that encapsulates your own professional philosophy. Please remember to include introductory and concluding paragraphs.

Four pages, (1000-1500 words) in length. Double-spaced, 12 pt. font, 1" margins. Word doc, or pdf.

### **IV) Reaction Sheets**

Five (5) times throughout the semester you will be expected to reflect on the class period. This should serve as a log of your own experiences and reactions to the class exercises, discussions, readings, and assignments with special attention and reflection given to how your identities and knowledge/experience around privilege and oppression may be shaping your reactions and learning process. I recommend filling them out as soon as possible after class. You can choose to reflect on any session but please submit before the next class period. *I strongly encourage you to not wait until the last moment, and be mindful to plan ahead as the last 2 classes are not eligible!*

Reaction sheets will require you to reflect on your immediate feelings and reactions to class material, after thoughts and critical thinking on the issues, questions or problems raised by the material, and how the class has (or has not) helped you to integrate material, stretch your thinking and feelings, and grow as a person and social worker. Please be brief (no more than 2 pages), but specific in commenting on the readings,

citing actual readings from the course that you have found interesting and relevant to the topic (you may pull in questions from the forum for this purpose).

You can find the Reaction Sheet template on Canvas. I encourage you to stick to the format for at least the first submission, however, if the prompts are limiting feel free to respond creatively. The intention is give you space to integrate the concepts we are working with, and to think critically.

### **V) Final Integrative Assignment**

Integrating and Applying Theory and Perspectives on Social Justice and Oppression. Objectives of this assignment should help students to:

- Integrate, synthesize, apply and reflect on core concepts or components of course (including theories and dialectical thinking)
- Allow for a creative expression to showcase connections
- Help foster a sense of community/ common purpose among students

You will select an approved approach and format (see options below) through which you can integrate and reflect on how course components and frameworks relate to each other and can be applied. This can include an analysis of an issue of social justice or the conditions of a marginalized population group, or some other context that allows systematic application of course concepts.

You will then present your analysis during the last 2 sessions of classes, accompanied by a handout designed for class colleagues. More detailed description, and samples/templates/ or class demonstrations will be available by the fifth week of class, as well as sign-ups for presenting either on **December 6<sup>th</sup> or 13<sup>th</sup>**. The final project format examples include:

1. A Concept Map + 3 page paper

Concept map can be a paper based or some other kind of multi format medium (visual/auditory/performance, etc.).

2. A TED Talk (10 minute maximum) + 3 page paper

Integrate across multiple theories (references). Why did you focus on the specific topics you chose to speak to, what did you leave out and why? Name why did you do it the way that you did.

3. A Podcast (15 minute maximum) + 3 page paper

4. A Voice Thread (pre-recorded audio/video narrated PowerPoint presentation) + 3 page paper

### **Additional note about this course and assignments:**

It is my intention to fit things together, pull on readings, work with assignments, and facilitate this course in a way that maximizes your learning, engagement, and enjoyment. *Also for kicks (cuz I read about doing this just recently) and for reading this far, send me an email with your favorite GIF. Bonus points will be given to those who send something my way before our 3<sup>rd</sup> class.* Because of the nature of this course and because I believe in learning being dynamic, I may shift the material as needed. For that reason, some of the readings and assignments may change over the course of the semester. I will give you advanced notice of any changes and am happy to clarify along the way. I appreciate your willingness to be flexible with me in this process!

In depth explanations of the assignments will be discussed in class & posted on Canvas.



Week and Themes	Readings (to be read before class) Assignments (to be completed before class)
<p><b>Week 1</b> (Sept 6)</p> <p><i>Who We Are &amp; What Is This Class?</i></p>	<p>No readings, first class</p>
<p><b>Week 2</b> (Sept 13)</p> <p><i>Theoretical and Conceptual Considerations</i></p>	<p><b>Required:</b></p> <p><b>Mullaly Chapter 1: Theoretical and Conceptual Considerations</b></p> <p>DiAngelo, R. (2011). White fragility. <i>The International Journal of Critical Pedagogy</i> 3(3): 54-70  <a href="http://everydayfeminism.com/2015/03/calling-in-and-calling-out/">http://everydayfeminism.com/2015/03/calling-in-and-calling-out/</a>  <a href="http://briarpatchmagazine.com/articles/view/a-note-on-call-out-culture">http://briarpatchmagazine.com/articles/view/a-note-on-call-out-culture</a>  <a href="http://www.blackgirldangerous.org/2013/12/calling-less-disposable-way-holding-accountable/">http://www.blackgirldangerous.org/2013/12/calling-less-disposable-way-holding-accountable/</a></p> <p><b>Optional:</b></p> <p>Yoshino, K. (2006). The pressure to cover. <i>New York Times Magazine</i>, 15.</p>
<p><b>Week 3</b> (Sept 20)</p> <p><i>Privilege, Oppression, Power</i></p>	<p><i>Possible Beth Glover Reed presentation on social theories (9-10:30 / 2-3:30)</i></p> <p><b>Required:</b></p> <p><b>Mullaly Ch. 2- Oppression: An Overview</b></p> <p><b>Mullaly Ch. 10-Unpacking Our Knapsack of Invisible Privilege</b></p> <p>Takacs, D. (2002). Positionality, Epistemology, and Social Justice in the Classroom. <i>Social Justice</i>, 29(4 (90)), 168-181.  <a href="https://acpacsie.wordpress.com/2013/05/28/a-case-for-humility-by-roger-fisher/">https://acpacsie.wordpress.com/2013/05/28/a-case-for-humility-by-roger-fisher/</a></p> <p><b>Optional:</b></p> <p><a href="http://www.huffingtonpost.com/anna-kegler/the-sugarcoated-language-of-white-fragility_b_10909350.html">http://www.huffingtonpost.com/anna-kegler/the-sugarcoated-language-of-white-fragility_b_10909350.html</a></p>
<p><b>Week 4</b> (Sept 27)</p> <p><i>Oppression at the Personal Level (Religion)</i></p> <p><b>*Presidential Debate Viewing Party</b> 9/26 8:30-11pm</p>	<p><i>Likely screening "American Revolutionary: The Evolution of Grace Lee Boggs"</i> 12:00-2:00pm &amp; 6:00-8:00pm</p> <p><b>Required:</b></p> <p><b>Mullaly Ch. 3-Oppression at the Personal Level</b></p> <p>Ta-Nehisi, C. (2015). <i>Between the World and Me</i>. The Text Publishing Company. Pages 5-12.</p> <p>Todd, J. (2010). Confessions of a Christian supremacist. <i>Reflections: Narratives of Professional Helping (Click on Current or Archives; Registration Optional)</i>, 16(1), 1-8.  <a href="http://www.theatlantic.com/politics/archive/2016/08/silencing-religious-students-on-campus/497951/">http://www.theatlantic.com/politics/archive/2016/08/silencing-religious-students-on-campus/497951/</a></p>
<p><b>Week 5</b> (Oct 4)</p>	<p><b>Required:</b></p> <p><b>Mullaly Ch. 4-Oppression at the Cultural Level</b></p>

<p><i>Oppression at the Cultural Level and Social Construction (Disability)</i></p>	<p>Wendell, S. (1996). <i>The Social Construction of Disability in The Rejected Body</i>. New York: Routledge.</p> <p>Shapiro, J. P. (1994). <i>No pity: People with disabilities forging a new civil rights movement</i>. Three Rivers Press. Chapter 1, pages 12-40</p>
<p><b>Week 6</b> (Oct 11)</p> <p><i>Oppression at the Cultural Level, Continued (Colonization/First Nations)</i></p>	<p><b>Required:</b></p> <p>Dunbar-Ortiz, R. (2014). <i>An Indigenous People's History of the United States</i>. Beacon Press. Boston. Chapter Six, pages 95-116.</p> <p>Lipsitz, G. (1995). The Possessive Investment in Whiteness: Racialized Social Democracy and the "White" Problem in American Studies. <i>American Quarterly</i> 47(3): 369.</p> <p>Smith, A. (2015). Heteropatriarchy and the three pillars of white supremacy: Rethinking women of color organizing. <i>Transformations: Feminist Pathways to Global Change</i>, 264.</p> <p><a href="http://www.npr.org/sections/codeswitch/2014/06/24/323665644/the-map-of-native-american-tribes-youve-never-seen-before">http://www.npr.org/sections/codeswitch/2014/06/24/323665644/the-map-of-native-american-tribes-youve-never-seen-before</a></p>
<p><b>Oct 18</b></p>	<p><b>NO CLASS – FALL STUDY BREAK</b></p>
<p><b>Week 7</b> (Oct 25)</p> <p><i>Anti-Oppressive Social Work Practice</i></p>	<p><b>Required:</b></p> <p><b>Mullaly Ch. 8 Anti-Oppressive Social Work at the Personal and Cultural Levels</b></p> <p>Sakamoto, I. &amp; Pitner, R. O. (2005) Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels, <i>British J of Social Work</i>, 35, 435-452.</p> <p><a href="http://interruptmag.com/article/appropriation-vs-appreciation">http://interruptmag.com/article/appropriation-vs-appreciation</a></p>
<p><b>Week 8</b> (Nov 1)</p> <p><i>Bringing Together Levels of Oppression (Gender)</i></p>	<p><b>Required:</b></p> <p><b>Mullaly Ch. 5 Oppression at the Structural Level</b></p> <p><b>Mullaly Ch. 9 Anti-Oppressive Social Work at the Structural Level and Selected Principles of Anti-Oppressive Social Work</b></p> <p>Kimmel, M. S. (2004). Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity. <i>Race, class, and gender in the United States: An integrated study</i>, 81-93.</p> <p><a href="http://www.blackgirldangerous.org/2015/09/how-can-white-women-include-women-of-color-in-feminism-is-a-bad-question-heres-why/">http://www.blackgirldangerous.org/2015/09/how-can-white-women-include-women-of-color-in-feminism-is-a-bad-question-heres-why/</a></p>
<p><b>Week 9</b> (Nov 8)</p> <p><i>Internalized Oppression and Domination And Narrative Practices</i></p> <p><b>Election Returns Viewing Party</b> 8-11pm</p>	<p><b>Required:</b></p> <p><b>Mullaly Ch. 6 Internalized Oppression and Domination</b></p> <p>Leondar-Wright, B. (2014) <i>Missing Class: How Seeing Class Cultures Can Strengthen Social Movement Groups—Chpt 1 and 2</i></p> <p>White, M. (1997). Ch. 10: <i>Decentered Practice in Narratives of Therapists' Lives</i>. Dulwich Centre Publications</p>

<p><b>Week 10</b> (Nov 15)</p> <p><i>Tools for Intersectional Inquiry and Practice</i></p>	<p><b>Required:</b></p> <p><b>Mullaly Ch. 7 The ‘Web’: The Multiplicity, Intersectionality, and Heterogeneity of Oppression</b></p> <p>Hulko, W. (2009) The time and context-contingent nature of intersectionality and interlocking oppressions, <i>Affilia</i>, 24, 44-55.</p> <p>Nash, J. (2008). <i>Re-thinking Intersectionality</i>. Feminist Review, No. 89, pp. 1-15</p>
<p><b>Week 11</b> (Nov 22)</p> <p><i>Working for Change</i></p>	<p><b>Required:</b></p> <p>Boggs, G. (2012). The Next American Revolution: Sustainable Activism for the Twenty-First Century. University California Press. Chapter 1, pages 28-51</p> <p>Reynolds, Vikki (2012). An ethical stance for justice-doing in community work and therapy. <i>Journal of Systemic Therapies</i>, Vol. 31, No. 4, 2012, pp. 18–33</p>
<p><b>Week 12</b> (Nov 29)</p> <p><i>Working for Change (Education)</i></p>	<p><b>Required:</b></p> <p>Boggs, G. (2012). The Next American Revolution: Sustainable Activism for the Twenty-First Century. University California Press. Chapter 5, pages 135-158</p> <p><a href="http://www.huffingtonpost.com/abby-norman2/why-white-parents-wont-ch_b_8294908.html">http://www.huffingtonpost.com/abby-norman2/why-white-parents-wont-ch_b_8294908.html</a></p> <p><a href="http://www.npr.org/sections/ed/2015/10/19/446085513/the-evidence-that-white-children-benefit-from-integrated-schools">http://www.npr.org/sections/ed/2015/10/19/446085513/the-evidence-that-white-children-benefit-from-integrated-schools</a></p>
<p><b>Week 13</b> (Dec 6)</p>	<p>Final Presentations</p>
<p><b>Week 14</b> (Dec 13)</p>	<p>Final Presentations</p>

### Important Questions for SW 504

1. What comprises and defines social justice?
  - What theories and assumptions underlie different formulations of justice?
  - What do we know about what creates and sustains socially just situations, contexts, practices?
  - What makes for competent, resilient, and socially just communities, and institutions/organizations within those communities?
  - How is social justice related to such concepts as promotion of health and well-being, individual and community resilience, prevention of various social problems?
  
2. How is society possible? What defines society? What are important components of society?

[e.g., class conflict, social solidarity, ideas, culture (symbols, rituals), social affiliations, shared and conflicting values, social structures, coercion and constraint]

What factors within these levels and components of society keep recreating and sustaining inequality?
  
3. What explains social behavior? How are macro and meso level behaviors and forces embedded in and influenced by macro contexts, and vice versa?

[e.g., early socialization, on-going socialization, statuses and roles, social structures, rewards and punishments, conformity, audience reaction]

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

5. How do societal institutions work? What is important for me as a social worker to know about different types of institutions in order to be effective in my workplace and in reaching justice and other practice goals, with or on behalf of clients and in working with others?

[e.g., families, organizations and communities and their functions, government and “the state”, the global political-economy]

6. How do societies and institutions change? General theories, planned change approaches?

[e.g., From the bottom up, one individual at a time, collective behavior, changing consciousness, symbols, natural selection, new technologies, 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?