



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

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“Dr. M”

Sections: 001 and 011  
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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.

### **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, 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.

### **Course Materials**

Required Texts:

(1) Marsiglia, F. F., & Kulis, S. S. (2015). *Diversity, oppression, and change: Culturally grounded social work* (2<sup>nd</sup> ed.). Chicago, IL: Lyceum Books.

(2) Hill, M. (2016). *Nobody: Casualties of America's war on the vulnerable, from Ferguson to Flint and beyond*. Atria/Simon & Schuster.

**\*\*Available for rent on Amazon/Kindle App or wherever books are sold\*\***

### Additional readings, handouts and media:

There may be additional readings and handouts from recent social science/medical journals & pertinent news articles and/or social media publications, blogs, and other sources distributed to students (via Canvas) which should be read & noted as being just as important as the required readings from the assigned text. There may also be invited speakers, supplemental videos and social media references to support and add value to your educational experience and undergird your knowledge of course content.

### **Attendance and Engagement in the Course:**

Both class attendance and active purposeful participation in class discussion and activities are paramount for the successful completion of this course. As a reflection of this importance, 25% of the final grade will consist of course engagement. This course covers a content domain that is extensive, and given the time framework of the course each class moves quickly in discussing information. It is necessary that students attend each class and attend class for the entire time period. Prompt arrival for class is expected; those who arrive late miss important information and disturb others.

### **Be mindful of the following course policies and considerations:**

- (1) Be present at the beginning of class when attendance is recorded and remain for the duration of class.
- (2) The instructor reserves the right to deduct 3% from the student's final grade per unexcused absence and more than three absences will result in a failing grade. This policy is subject to modification should a student experience a life situation that warrants alteration of the policy, such as severe illness, their own or that of an immediate family member, or death in the family. Should any such circumstance occur, request for modification of the attendance policy should be discussed with the instructor as soon as possible and changes will be documented in writing.
- (3) Understanding that some students may encounter a situation that might necessitate missing a class, students should inform the instructor of an absence by email (or voicemail if necessary) at least 24 hours prior to the expected absence or within 24 hours of an unexpected absence arising from an emergency.
- (4) 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.
- (5) In order to be courteous to classmates, cell phone use should be restricted to vibrations—no rings. Students should be discrete in their use of tablets, laptops, and other portable devices for note taking, so as not to disturb the class.
- (6) **Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students who require audio recording as an accommodation for a diagnosed disability should present the instructor with documentation from the University's Services for Students with Disabilities (SSWD) before the end of the third week of classes.**
- (7) In addition to attending class, students are expected to arrive prepared to *actively* participate in their learning process. This includes not simply sitting quietly

listening/observing, but posing questions & comments to the professor & other students, as well as answering questions & addressing comments posed by the professor & other students during our class discussions. Class participation also involves completing take home assignments, attending any field trips & participating in class exercises & activities.

- (8) While vocalizing opinions or concerns may be culturally relative, being silent and not actively engaging in class discussions (only learning through listening) is a privilege one cannot often employ in social work practice. Students who are not actively involved in class discussions will not receive full engagement credit/points in this course.
- (9) Learning through discussion and the interrogation of multiple diverse sources can be uncomfortable, but the discomfort stemming from respectful, inclusive, and well-facilitated discussion is not a cause for students to feel “unsafe”.
- (10) Class will begin “on the hour” as stated in the syllabus and schedule of classes.
- (11) Please notify your professor, ahead of time, if you have religious/spiritual observances that may prevent you from being present in class, submitting assignments on the due dates so that appropriate arrangements can be made.
- (12) Standard inclement weather policies of the university will be followed such that if the university is closed on the day & during the time this class is to meet, there will be no class. If, however, the university is not closed & you still believe the weather to be too inclement for you to safely arrive to class, you are welcome to use one of your allowed absences.
- (13) As a diverse group of learners, material may be presented or discussed that “triggers” a prior personal and potentially painful, negative, or traumatic memory. While “trigger warnings” will not often be used during this course, please speak and listen to the instructor and class colleagues under the assumption that there is no ill-intent to harm, “trigger” or purposely offend someone due to certain language, images, or content.
- (14) Please eat and drink quietly and clean up after yourself.
- (15) Please do not bring children or adult guests to this course without permission of the instructor ahead of class.
- (16) Late assignments and rescheduled presentations are not accepted without confirmed medical &/or legal documentation, under any circumstances. Extensions of existing due dates are at the discretion of your professor.
- (17) There are no extra credit assignments in this course. Please prepare & study accordingly so that you can do your best, the first time.
- (18) Grades will be posted to Canvas within two weeks of assignment due dates, you are strongly encouraged to keep track of your own academic progress, the instructor will not calculate mid-semester grades.
- (19) Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points.

\*NOTE: Students who do not adhere to the stated course policies may be asked to leave class and be marked absent for the session.

## Important Student Resources

### Add/Drop Period:

Students may drop/add via Wolverine Access any time after they initially register up until the drop/add deadline. Any time students make a change to their original registration, it is their responsibility to notify their advisor of these changes. Once the drop/add deadline is past, students must obtain the signature of the course instructor, their faculty advisor and then the SSW Registrar on a drop/add form, and then they will need to take the form to 1207 LSA building for processing as Web registration will not be possible beyond the drop/add deadline. It is the student's responsibility to register for the appropriate courses to fulfill the M.S.W. degree requirements.

### Incompletes ("I"):

Students must finish incomplete coursework within two semesters of enrollment in the class in which they received their initial incomplete. Please see the current Student Guide.

*I: (Incomplete)* is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course or field work approved by the instructor/liaison. An "I" may also be issued when a student fails to submit required field paperwork by the published deadline. Any "I" grade remaining on a student's record more than two terms after the conclusion of the term in which the grade was awarded reverts to a permanent incomplete, and credit can be earned only by retaking the course. This limit includes the Spring/Summer term and applies regardless of the student's subsequent enrollment. However, if at the time the instructor agreed to the "I", an earlier date of submission and/or completion of final work was agreed upon, then this date takes precedent over the two-term policy. A change in grade will not be accepted after two terms for any reason other than clerical error. Any exceptions to this policy must be approved by the Associate Dean for Educational Programs.

Note: A grade of "I" stays on a student's academic record permanently. Even if the student makes up the course or field work according to the guidelines stated above, the grade for the course will appear on the academic record as, for example, IB+ or IS. If the "I" is not made up in the approved time frame the grade is changed to an IPL (Incomplete Permanent Lapse) and is final.

### Academic Difficulty Procedure:

When a student fails to maintain good academic standing, she/he is automatically placed on probation. Failing to maintain good academic standing is defined as:

- Having less than a B average
- Having accumulated 9 credit hours of incomplete grades
- Having a grade of U in Field Instruction
- Having a grade of marginal in Foundation Field Instruction (515) or Advanced Field Instruction (691).

A student is initially informed of automatic academic probation via a letter which informs the student of his/her responsibility to develop an academic plan with her/his academic advisor. For more information on academic difficulty and the procedures involved, please see the 2015-2016 Student Guide.

**Services for Students with Disabilities:**

The University's Services for Students with Disabilities (SSWD) provides assistance regarding academic, economic, social, and recreational activities to students who have documented disabilities. For more information, please visit their website at <http://www.umich.edu/~sswd/> or the SSWD Faculty Handbook at [http://ssd.umich.edu/files/ssd/SSD\\_Faculty\\_Handbook.pdf](http://ssd.umich.edu/files/ssd/SSD_Faculty_Handbook.pdf).

**Academic Conduct and Integrity:**

Please visit the Student Code of Academic and Professional Conduct at <http://ssw.umich.edu/studentguide/2012/page.html?section=12&volume=1> in the current *Student Guide to the Master's in Social Work Degree Program* for a discussion of student responsibilities for academic conduct and integrity. Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation.

**Special note about Plagiarism:**

All students are expected to submit their own original work. The presentation of another's words or ideas as your own, without giving credit to the source is regarded as plagiarism. Plagiarism is the same as lying and stealing. Any work that is submitted in this class and found to contain portions that are plagiarized will receive a ZERO. All work submitted may be subject to submission to plagiarism detecting software. Policies governing plagiarism can be found in the latest Student Guide. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is students' responsibility to become familiar with the information presented at <http://www.lib.umich.edu/academic-integrity/resources-students>. Another helpful resource is <http://guides.lib.umich.edu/content.php?pid=43469&sid=338261>. It would be useful to discuss these issues with students in your classes to help prevent occurrences.

**Plagiarism**

*Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to:*

- *Using or otherwise taking credit for someone else's work or ideas.*
- *Using the language of another without full and proper quotation or source citation.*
- *Implicitly presenting the appropriated words or ideas of another as one's own.*
- *Using Internet source material, in whole or in part, without careful and specific reference to the source.*
- *Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.*
- *Self-plagiarism, this is, reusing one's own work without acknowledgment that the text appears elsewhere (e.g. in a paper for another current or previous class).*

**Writing Help and Tutoring for Students:**

Currently, Career Services is in the process of developing a writing assistance program for students who need remedial writing services. Graduate Student Assistants will be available to meet with students individually to help with writing problems. Tutoring in specific SSW courses is also available on a case-by-case basis. Please contact Michelle Woods at [micwoods@umich.edu](mailto:micwoods@umich.edu) for details.

Advisors and instructors can also refer students to 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](mailto:sweetlandinfo@umich.edu), or call them at (734) 764-0429.

Another writing resource is the English Language Institute. For more information, please visit <http://www.lsa.umich.edu/eli>.

**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](mailto: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 B+ -----6.0 C+ -----3.0 D -----0  
 A -----8.0 B -----5.0 C -----2.0 E -----0  
 A- -----7.0 B- -----4.0 C ----- 1.0

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 and carry no credit.

#### GRADING SCALE (by percentage):

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-

***\*\*Please note this syllabus serves as an agreement between the professor and the student, but is subject to change. However, the professor will make every attempt to give ample notification to students.***

## Course Assignment Table

Assignment	Points	%	Details
3 Journals	3 x 20 points= 60 points	20%	Topics assigned-see calendar for due dates and rubric
1 Podcast (15 min max)	60 points	20%	See rubric and templates
1 Digital Digest (10 page min, 15 max )	100 points	33.33%	See description and rubric
Engagement	80 points	26.66%	See rubric
<b>Total</b>	<b>300 points</b>		

### **Journal Assignments Rubric** (submitted via Canvas only)

Students will construct a journal on a specific topic related to the course readings or discussion as assigned by Dr. Mitchell. Students will select and cite an external source of information on the assigned topic and critically analyze the issue, including questions and concerns that you have about the issue and possible next steps. Sources may include: News articles, scholarly journal articles, newspapers, Internet blog/opinion posts, and similar resources. Students should include a copy/live link of the source at the bottom of the journal in a “references” section. Students are expected to draw relevant, cohesive, and logical linkages between the topic, source, and course readings and/or discussions. **Students are expected to write in “first person”**, and supply personal reactions/insights regarding the assigned topic. The word count **maximum** is 650 words. At least one source per journal is required, no more than four.

Properly cite and reference external sources using APA style, 6th edition. References listed at the end of the Journal are not included in the word count. No title page is required.

Criteria	Exemplary Performance	Points
Accuracy	Paper represents the authors’ ideas, evidence or conclusions accurately, fairly and eloquently. Shows a firm understanding of the implications of each author’s argument(s).	<b>5</b>
Argument	Paper fully meets requirements of assignment. Explores implications of chosen ideas for the assigned topic in thoughtful and/or original ways. Makes convincing and personalized case for why selected key ideas connect and/or contradict texts, class discussions, and/or lectures.	<b>10</b>
Clarity and Presentation	Consistently precise and unambiguous wording, clear and lucid sentence structure. Minimal use of quotations, first-person perspective is effectively framed in the text and explicated where necessary. Paper is clean, correctly formatted in APA style 6 <sup>th</sup> edition (12-point font, Times New Roman or Arial, normal margins), and written in full sentences. All citations are properly attributed and cited in a consistent style. Virtually no spelling or grammatical errors.	<b>5</b>
<b>Total (per journal)</b>		<b>20</b>

\*Eberly Center for Teaching Excellence

### Course Engagement Rubric

Both class attendance and active, purposeful, and high quality participation in class discussion and activities are paramount for the successful completion of this course. As a reflection of this importance, a significant proportion of the final grade will consist of course engagement according to the rubric below:

Criteria	Exemplary Performance	Points (50 max)
Frequency of participation in class	Student initiates contributions more than once in each class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute. Student does not comment overzealously or to the exclusion of other learners.	<b>20</b>
Quality of comments	Comments are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.	<b>40</b>
Listening Skills	Student listens attentively when others present materials and perspectives, and contribute comments that build on others' remarks. Student expresses disagreement in a professional and respectful manner.	<b>20</b>
Total		<b>80</b>

\*Eberly Center for Teaching Excellence

### Digital Digest: Integrating Theory and Perspectives on Social Justice (100 Points)

Students will select one theoretical perspective as a lens through which to analyze an issue of social justice or the conditions of a marginalized population or community. **This will be a different theory/issue combination than students selected for the podcast assignment.** Students will design a digital magazine with 10-15 pages of content (excluding front and back cover) that includes:

- A dynamic visual front cover and a table of contents
- A textual introduction to the issue in the form of a "letter from the editor"
- Live-linked resources for further information or services
- Relevant images (appropriately curated and placed), including screenshots of social media (i.e. Tweets/IG) to capture the essence of public dialogue on the issue
- A "playlist" of 5-7 songs that provide a fitting musical soundtrack AND a list of 5-7 movies/documentaries that provide context (with attributions)
- A list of at least 5 fiction or non-fiction works and or recent news articles or "think pieces" that provide socio-historical context on the topic with citations/attribution
- A Feature Story on your theory of choice and how it is applied to the issue

Each digest will be created off-line, uploaded to a digital publishing platform, and shared via link for grading and separately, with the class. A rubric and samples/templates/ or class demonstrations will be available by the seventh week of classes.

### Podcast Rubric

The purpose of this podcast is to host an engaging fifteen minute conversation with listeners that introduces both a theoretical framework and a social issue or population and successfully walks the listeners through how the theory is a fitting lens through which to analyze the social issue or population. Use examples, highlight the importance of social work as a field in addressing the social issue/population, advocate for a clear perspective, use the power of storytelling and other skills gleaned from sample podcasts around the web, and utilize a timer and script for polish. Additional features such as interviews and background or intro music can be incorporated but are not required.

<b>Component</b>	<b>Criteria</b>	<b>Points</b>
Introduction	Introduce yourself and lead with a compelling quote, statement, story or other feature to set up the conversation.	5
Introduction of the population or social issue	Make this topic or population real and relevant to the listeners. Frame the issue with statistics or evidence of the pressing need/problem. Set up a premise for why analyzing this topic/population will be fresh or novel from your perspective. Give historical or current context as needed (operate as if the audience is not at all familiar with the topic).	10
Introduction of the theoretical framework	Select the most pressing or significant concepts underlying the theme to introduce. Give clear explanations or operational definitions of terms (but don't overuse definitions). Give a clear rationale for why this theory is the BEST approach to dissecting or addressing the problem or population issues identified.	10
Theory and Topic Integration	Provide examples of how specific aspects of the theory speak to or address the topic in concrete ways. Introduce the listeners to a new way of thinking around the use of this theory in combination with this particular issue. Consider and discuss the role of social work as a field/profession and any relevant implications for practice and policy.	20
Podcast wrap up	Succinctly summarize the main points of discussion. Give the readers something to think about after the podcast is over. Thank them for listening.	5
Style, Tone, Pace, and Presentation	Speech should be clear, at a comfortable conversational pace, and the language is professional but genuine/authentic. The storytelling is clear and coherent. Each argument is convincing and uses evidence from the readings or outside sources to support positions. Speak engagingly and communicate complex topics in a way that the general public can understand	10
Total		60

## Course Calendar

<b>Date</b>	<b>Topic</b>	<b>Readings/Media</b>	<b>Due/Guests</b>
9/6 & 7	Intro, Culture & Identity Formation	*Marsiglia & Kulis: Preface & Ch. 1	
9/13 & 14	Defining Oppression & Culturally Grounded Paradigms	*Marsiglia & Kulis: Chapter 2 Podcast: <a href="http://www.onbeing.org/program/imani-perry-the-fabric-of-our-identity/6747">http://www.onbeing.org/program/imani-perry-the-fabric-of-our-identity/6747</a> (Imani Perry: On Being)	<b>Journal 1 Due</b>
9/20 & 21	Intersectionality, Race, Gender, and Sexual Orientation	* Marsiglia & Kulis: Chapter 3, 9 and 10	<b>Dr. Dierdre Shires!</b>
9/27 & 28	Theoretical Perspectives on Oppression/Diversity	* Marsiglia & Kulis: Chapters 4 and 5	
10/4 & 5	Social & Cultural Determinants of Health	* Marsiglia & Kulis: Chapter 6	<b>Journal 2 Due</b>
10/11 & 12	Legacies of Oppression	* Marsiglia & Kulis: Chapter 8 <b>BOOK CLUB LAUNCH: Nobody: Casualties of America's War on the Vulnerable, from Ferguson to Flint and Beyond</b>	<b>Dr. Taharee Jackson</b>
10/18 & 19	<b>FALL STUDY BREAK!</b>	<b>Podcast &amp; Journal Work</b>	
10/25 & 26	Antecedents of "Ferguson"	Nobody: Preface & Chapter 1 Podcast: The Takeaway: Beyond Ferguson: <a href="http://www.wnyc.org/story/the-takeaway-2014-08-20">http://www.wnyc.org/story/the-takeaway-2014-08-20</a>	<b>Journal 3 Due</b>
11/1 & 2	Broken windows policing and the politics of criminal justice	Nobody: Chapter 2 & 3 Podcast: Embedded: The Police: (ep:4/21/16) <a href="http://www.npr.org/podcasts/510311/embedded">http://www.npr.org/podcasts/510311/embedded</a>	
11/8 & 9	Guns and the history of mass incarceration	Nobody: Chapter 4 & 5 Podcast: Reveal: The Man Inside: <a href="https://www.revealnews.org/episodes/the-man-inside-four-months-as-a-prison-guard/">https://www.revealnews.org/episodes/the-man-inside-four-months-as-a-prison-guard/</a>	<b>ELECTION DAY (11/8)</b>
11/15 & 16	The Flint water crisis, privatization, and neoliberal economics	Nobody: Chapter 6 & 7 Podcast: Reveal: Do Not Drink: <a href="https://www.revealnews.org/episodes/do-not-drink-the-water-crisis-in-flint-michigan/">https://www.revealnews.org/episodes/do-not-drink-the-water-crisis-in-flint-michigan/</a>	<b>Podcast Due</b>
11/22 & 23	<b>THANKSGIVING</b>	<b>Digital Digest Work</b>	
11/29 & 30	Culturally Grounded Social Work Norms	Marsiglia & Kulis Chapters 12	
12/6 & 7	Culturally Grounded Social Work Practice & Policy	Marsiglia & Kulis Chapters 13 & 14 Podcast: Reveal: The price of admission- <a href="https://www.revealnews.org/episodes/affirmative-action-the-price-of-admission/">https://www.revealnews.org/episodes/affirmative-action-the-price-of-admission/</a>	<b>Digital Digest Due</b>
12/13 & 14	Course Wrap Up, Next Steps & Evaluations	Selected Digital Digest Presentations & Discussion	<b>SECTION 2 OPTIONAL</b>

### Additional Resources on Relevant Topics

The Ferguson Syllabus: <http://sociology.about.com/od/Current-Events-in-Sociological-Context/fl/The-Ferguson-Syllabus.htm>

From Ferguson to Charleston and Beyond, Anguish About Race Keeps Building: <http://www.nytimes.com/2015/06/21/us/from-ferguson-to-charleston-and-beyond-anguish-about-race-keeps-building.html>

Michel Martin: Listening And Taking Action In Ferguson: <http://news.stlpublicradio.org/post/michel-martin-listening-and-taking-action-ferguson#stream/0>

The 'Black, Queer, Feminist' Legal Trailblazer You've Never Heard Of: [http://www.npr.org/sections/codeswitch/2015/02/19/387200033/the-black-queer-feminist-legal-trailblazer-youve-never-heard-of?utm\\_source=facebook.com&utm\\_medium=social&utm\\_campaign=npr&utm\\_term=nprnews&utm\\_content=20150219](http://www.npr.org/sections/codeswitch/2015/02/19/387200033/the-black-queer-feminist-legal-trailblazer-youve-never-heard-of?utm_source=facebook.com&utm_medium=social&utm_campaign=npr&utm_term=nprnews&utm_content=20150219)

Cops See it Differently: This American Life: <http://www.thisamericanlife.org/radio-archives/episode/547/cops-see-it-differently-part-one>

What is Systematic Racism? The Center for Racial Justice Innovation: <https://www.raceforward.org/videos/systemic-racism>

PBS: Poverty Rates Surge in American Suburbs: <https://www.youtube.com/watch?v=qjsrdcbbPBU>

Faces of Poverty: Life at the Breaking Point: <https://www.youtube.com/watch?v=S7CZMvtU5-E>

HBO Weight of the Nation Part 3 (Challenges): <https://www.youtube.com/watch?v=BmcZRgWBdwQ>

Racial History of American Swimming Pools (NPR): <http://www.npr.org/templates/story/story.php?storyId=90213675>

Same sex marriage plaintiffs' stories of love, life: <http://www.detroitnews.com/story/news/politics/2015/04/22/sex-marriage-plaintiffs-stories-love-life/26222099/>

Lessons from the Mental Hospital | Glennon Doyle Melton | TEDxTraverseCity: <https://www.youtube.com/watch?v=NHHPNMIK-fY>

Imani Perry-The Fabric of Our Identity for NPR's On Being: <http://www.onbeing.org/program/imani-perry-the-fabric-of-our-identity/6747>

When The Levees Broke: A Requiem in Four Parts - Parts I and II: <https://www.youtube.com/watch?v=12xj1sHvIWA&index=4&list=WL>

When The Levees Broke: A Requiem in Four Parts - Parts III and IV: [https://www.youtube.com/watch?v=9vuQKo\\_uuKE](https://www.youtube.com/watch?v=9vuQKo_uuKE)

Once a Pariah, Now a Judge: The Early Transgender Journey of Phyllis Frye:  
[http://mobile.nytimes.com/2015/08/30/us/transgender-judge-phyllis-fryes-early-transformative-journey.html?referrer=&\\_r=0](http://mobile.nytimes.com/2015/08/30/us/transgender-judge-phyllis-fryes-early-transformative-journey.html?referrer=&_r=0)

Where Black Lives Matter Began: Hurricane Katrina exposed our nation's amazing tolerance for black pain:  
[http://www.slate.com/articles/news\\_and\\_politics/politics/2015/08/hurricane\\_katrina\\_10th\\_anniversary\\_how\\_the\\_black\\_lives\\_matter\\_movement\\_was.html](http://www.slate.com/articles/news_and_politics/politics/2015/08/hurricane_katrina_10th_anniversary_how_the_black_lives_matter_movement_was.html)

Millennial Men Aren't the Dads They Thought They'd Be:  
<http://www.nytimes.com/2015/07/31/upshot/millennial-men-find-work-and-family-hard-to-balance.html>

Racial Wealth Gap Persists Despite Degree, Study Says:  
<http://www.nytimes.com/2015/08/17/business/racial-wealth-gap-persists-despite-degree-study-says.html>

American Racism in the 'White Frame': <http://opinionator.blogs.nytimes.com/2015/07/27/american-racism-in-the-white-frame/?smid=tw-share>

Struggling for Gay Equality in the South:  
<http://www.nytimes.com/interactive/2015/07/26/us/gays-in-south-package.html>

Distraught People, Deadly Results:  
<http://www.washingtonpost.com/sf/investigative/2015/06/30/distraught-people-deadly-results/>

Black Children in U.S. Are Much More Likely to Live in Poverty, Study Finds:  
<http://www.nytimes.com/2015/07/15/us/black-children-poverty-pew-research-center.html?smid=tw-nytimes>

Serena Williams and the Fear of a Dominant Black Woman:  
<http://www.thedailybeast.com/articles/2015/07/10/serena-williams-and-the-fear-of-a-dominant-black-woman.html?via=mobile&source=twitter>

I've debated weeks about publishing this, but I find I need to. "Why I don't talk about race with White people." <https://thspp.com/i-racist-538512462265>

Remarks by the President in Eulogy for the Honorable Reverend Clementa Pinckney:  
<https://www.whitehouse.gov/the-press-office/2015/06/26/remarks-president-eulogy-honorable-reverend-clementa-pinckney>

'The Condition of Black Life Is One of Mourning':  
<http://www.nytimes.com/2015/06/22/magazine/the-condition-of-black-life-is-one-of-mourning.html>

The Charleston Syllabus: <http://aaihs.org/resources/charlestonsyllabus/>

What's Wrong with Cultural Appropriation? These 9 Answers Reveal Its Harm:

<http://everydayfeminism.com/2015/06/cultural-appropriation-wrong/>

The Power of Landlords: <http://www.theatlantic.com/business/archive/2015/06/baltimore-housing-policy-segregation/395039/>

Why is America celebrating the beating of a black child?:

<https://www.washingtonpost.com/posteverything/wp/2015/04/29/why-is-america-celebrating-the-beating-of-a-black-child/>

Millennials are just about as racist as their parents:

<http://www.washingtonpost.com/news/wonkblog/wp/2015/04/07/white-millennials-are-just-about-as-racist-as-their-parents/>

Why Health Care Is Different If You're Black, Latino Or Poor:

<http://www.forbes.com/sites/robertpearl/2015/03/05/healthcare-black-latino-poor/>

A University Recognizes a Third Gender: Neutral:

<http://www.nytimes.com/2015/02/08/education/edlife/a-university-recognizes-a-third-gender-neutral.html?smid=tw-nytimes>

For Special-Care Residents, New York State Policy Means Leaving Home:

<http://www.nytimes.com/2015/02/01/nyregion/as-new-york-moves-people-with-developmental-disabilities-to-group-homes-some-families-struggle.html>

America's wealth gap between middle-income and upper-income families is widest on record:

<http://www.pewresearch.org/fact-tank/2014/12/17/wealth-gap-upper-middle-income/>

The Vanishing Male Worker: How America Fell Behind:

<http://www.nytimes.com/2014/12/12/upshot/unemployment-the-vanishing-male-worker-how-america-fell-behind.html?smid=tw-nytimes>

By 2060, a much more multiracial Michigan will emerge:

<http://www.freep.com/story/news/local/michigan/2014/10/24/michigan-diversity-index-racial-demographics/17671861/>

What Pennsatucky's Teeth Tell Us About Class in America: <https://bitchmedia.org/post/what-pennsatucky%E2%80%99s-teeth-tell-us-about-class-in-america>

50 Years Into the War on Poverty, Hardship Hits Back:

<http://www.nytimes.com/2014/04/21/us/50-years-into-the-war-on-poverty-hardship-hits-back.html?partner=rss&emc=rss&smid=tw-nytimes>

What We Can All Learn From Nicki Minaj Schooling Miley Cyrus on Tone Policing:

[http://everydayfeminism.com/2015/09/lessons-on-tone-policing/?utm\\_source=SocialWarfare&utm\\_medium=twitter&utm\\_campaign=SocialWarfare](http://everydayfeminism.com/2015/09/lessons-on-tone-policing/?utm_source=SocialWarfare&utm_medium=twitter&utm_campaign=SocialWarfare)



### Updated 2016 Resources

The Lemonade Syllabus: [https://issuu.com/candicebenbow/docs/lemonade\\_syllabus\\_2016](https://issuu.com/candicebenbow/docs/lemonade_syllabus_2016)

Reveal Podcast: Affirmative action: The price of admission-  
<https://www.revealnews.org/episodes/affirmative-action-the-price-of-admission/>

Reveal Podcast: Do not drink: The water crisis in Flint, Michigan-  
<https://www.revealnews.org/episodes/do-not-drink-the-water-crisis-in-flint-michigan/>

Reveal Podcast: The man inside: Four months as a prison guard:  
<https://www.revealnews.org/episodes/the-man-inside-four-months-as-a-prison-guard/>

Reveal Podcast: The religious freedom loophole: <https://www.revealnews.org/episodes/the-religious-freedom-loophole/>

NPR Embedded Podcasts: (1) “The School”, (2) “The Police” (3) “The House @:  
<http://www.npr.org/podcasts/510311/embedded>

Criminal Podcast: “Just Mercy”: <http://thisiscriminal.com/episode-45-just-mercy-6-17-2016/>

The Trump Syllabus 2.0: <http://www.publicbooks.org/feature/trump-syllabus-20>

Jesse Williams’ 2016 BET Humanitarian Award Speech: <http://genius.com/Jesse-williams-2016-bet-humanitarian-award-speech-annotated>

All the Greedy Abigail Fishers and Me: [http://jezebel.com/all-the-greedy-young-abigail-fishers-and-me-1782508801?utm\\_medium=sharefromsite&utm\\_source=Jezebel\\_twitter](http://jezebel.com/all-the-greedy-young-abigail-fishers-and-me-1782508801?utm_medium=sharefromsite&utm_source=Jezebel_twitter)

Mississippi Law Protecting Opponents of Gay Marriage Is Blocked:  
[http://www.nytimes.com/2016/07/02/us/mississippi-law-protecting-opponents-of-gay-marriage-is-blocked.html?smid=tw-nytimes&smtyp=cur&\\_r=0](http://www.nytimes.com/2016/07/02/us/mississippi-law-protecting-opponents-of-gay-marriage-is-blocked.html?smid=tw-nytimes&smtyp=cur&_r=0)

A Sea of Charter Schools in Detroit Leaves Students Adrift:  
<http://www.nytimes.com/2016/06/29/us/for-detroits-children-more-school-choice-but-not-better-schools.html?smid=tw-nytimes&smtyp=cur>

On Views of Race and Inequality, Blacks and Whites Are Worlds Apart:  
<http://www.pewsocialtrends.org/2016/06/27/on-views-of-race-and-inequality-blacks-and-whites-are-worlds-apart/>

White women benefit most from affirmative action — and are among its fiercest opponents:  
<http://www.vox.com/2016/5/25/11682950/fisher-supreme-court-white-women-affirmative-action>

Joe Biden Writes An Open Letter To Stanford Survivor:  
[https://www.buzzfeed.com/tomnamako/joe-biden-writes-an-open-letter-to-stanford-survivor?utm\\_term=.sbB1DDjy7#.cqPJLL6BW](https://www.buzzfeed.com/tomnamako/joe-biden-writes-an-open-letter-to-stanford-survivor?utm_term=.sbB1DDjy7#.cqPJLL6BW)

Choosing a School for My Daughter in a Segregated City:  
<http://www.nytimes.com/2016/06/12/magazine/choosing-a-school-for-my-daughter-in-a-segregated-city.html?smid=tw-nytmag&smtyp=cur>

Life span for Detroit's poor among shortest in nation:

<http://www.detroitnews.com/story/news/local/detroit-city/2016/06/02/life-span-detroits-poor-among-shortest-nation/85325864/>

Growing up academically excellent and undocumented:

[http://www.theatlantic.com/video/index/480375/growing-up-academically-excellent-and-undocumented/?utm\\_source=SFTwitter](http://www.theatlantic.com/video/index/480375/growing-up-academically-excellent-and-undocumented/?utm_source=SFTwitter)

Why Do We Humanize White Guys Who Kill People? <http://nymag.com/thecut/2015/12/white-male-murderers-planned-parenthood-robert-dear.html>

When Every Drop Of Water Could Be Poison: A Flint Mother's Story:

[http://www.npr.org/2016/02/08/465767796/when-every-drop-of-water-could-be-poison-a-flint-mothers-story?utm\\_source=twitter.com&utm\\_medium=social&utm\\_campaign=npr&utm\\_term=nprnews&utm\\_content=20160208](http://www.npr.org/2016/02/08/465767796/when-every-drop-of-water-could-be-poison-a-flint-mothers-story?utm_source=twitter.com&utm_medium=social&utm_campaign=npr&utm_term=nprnews&utm_content=20160208)

The Enduring Solidarity of Whiteness: <http://www.theatlantic.com/politics/archive/2016/02/why-we-write/459909/>

Bad Decisions, Broken Promises: A Timeline of the Flint Water Crisis:

<http://www.nbcnews.com/storyline/flint-water-crisis/bad-decisions-broken-promises-timeline-flint-water-crisis-n499641>

The Humiliating Practice of Sex-Testing Female Athletes:

<http://www.nytimes.com/2016/07/03/magazine/the-humiliating-practice-of-sex-testing-female-athletes.html>

Raising my fist at the Olympics cost me friends and my marriage — but I'd do it again:

<http://www.vox.com/2016/7/13/12118332/john-carlos-olympics>

What Went Wrong In Flint: [http://fivethirtyeight.com/features/what-went-wrong-in-flint-water-crisis-michigan/?ex\\_cid=538twitter](http://fivethirtyeight.com/features/what-went-wrong-in-flint-water-crisis-michigan/?ex_cid=538twitter)

Affluent and Black, and Still Trapped by Segregation:

<http://www.nytimes.com/2016/08/21/us/milwaukee-segregation-wealthy-black-families.html?nytmobile=0&r=0>

Why People Are Using The Term 'Latinx': [http://www.huffingtonpost.com/entry/why-people-are-using-the-term-latinx\\_us\\_57753328e4b0cc0fa136a159](http://www.huffingtonpost.com/entry/why-people-are-using-the-term-latinx_us_57753328e4b0cc0fa136a159)

NPR: The Pain Of Police Killings Can Last Decades:

<http://www.npr.org/sections/codeswitch/2016/08/25/490635061/the-pain-of-police-killings-can-last-decades?sc=tw>

Limits On Muslims' Sportswear Or Political Speech? Between Olympic Ideals And The Protest Legacies Of Muhammad Ali And Mahmoud Abdul-Rauf:

[http://www.huffingtonpost.com/entry/limits-on-muslims-sportswear-or-limits-on-muslims\\_us\\_57bdea2de4b06384eb3decb6](http://www.huffingtonpost.com/entry/limits-on-muslims-sportswear-or-limits-on-muslims_us_57bdea2de4b06384eb3decb6)

The 50 Most Segregating School Borders In America:

<http://www.npr.org/sections/ed/2016/08/23/490513305/the-50-most-segregating-school-borders-in-america>

Why aren't more people talking about Latinos killed by police?

<http://www.pbs.org/newshour/rundown/black-men-werent-unarmed-people-killed-police-last-week/>

Amid Protests Over Police Shootings of Black Men, Latinos Note a Disparity:

[http://www.nytimes.com/2016/07/15/us/amid-protests-over-police-shootings-of-black-men-latinos-note-a-disparity.html?\\_r=0](http://www.nytimes.com/2016/07/15/us/amid-protests-over-police-shootings-of-black-men-latinos-note-a-disparity.html?_r=0)

Muslim-American activist Linda Sarsour is intersectionality embodied.

<https://www.aclu.org/blog/speak-freely/muslim-american-intersectional-activism-linda-sarsour>

Puberty blockers may improve the mental health of transgender adolescents:

[http://www.pbs.org/newshour/rundown/puberty-blockers-may-improve-mental-health-transgender-adolescents/?utm\\_source=twitter&utm\\_medium=pbsofficial&utm\\_campaign=newshour&hootPostID=bbee2f7573b5b348e49c2407e443e49b](http://www.pbs.org/newshour/rundown/puberty-blockers-may-improve-mental-health-transgender-adolescents/?utm_source=twitter&utm_medium=pbsofficial&utm_campaign=newshour&hootPostID=bbee2f7573b5b348e49c2407e443e49b)

What it's like to live under North Carolina's bathroom law if you're transgender:

<http://www.latimes.com/nation/la-na-north-carolina-bathrooms-20160601-snap-story.html>

Kids getting Tasered in schools is a thing that's actually happening:

<http://data.huffingtonpost.com/2016/school-police/tasers>

Blacks are less likely than whites to overdose on opioids. But their pain is undertreated:

<http://www.nytimes.com/2016/08/10/us/how-race-plays-a-role-in-patients-pain-treatment.html?partner=rss&emc=rss&smid=tw-nythealth&smtyp=cur>

How the Baltimore Police Department abuses African Americans:

[http://www.theatlantic.com/news/archive/2016/08/the-horror-of-the-baltimore-police-department/495329/?utm\\_source=atltw](http://www.theatlantic.com/news/archive/2016/08/the-horror-of-the-baltimore-police-department/495329/?utm_source=atltw)

The Average Black Family Would Need 228 Years to Build the Wealth of a White Family Today:

[https://www.thenation.com/article/the-average-black-family-would-need-228-years-to-build-the-wealth-of-a-white-family-today/?utm\\_source=twitter&utm\\_medium=socialflow](https://www.thenation.com/article/the-average-black-family-would-need-228-years-to-build-the-wealth-of-a-white-family-today/?utm_source=twitter&utm_medium=socialflow)

Township Saw a Zoning Issue. The Justice Dept. Saw Religious Discrimination:

[http://www.nytimes.com/2016/08/08/us/politics/township-saw-a-zoning-issue-the-justice-dept-saw-religious-discrimination.html?\\_r=0](http://www.nytimes.com/2016/08/08/us/politics/township-saw-a-zoning-issue-the-justice-dept-saw-religious-discrimination.html?_r=0)

Nate Parker on Campus Incident, Consent and Toxic Male Culture:

<http://www.eyony.com/entertainment-culture/nate-parker-rape-charges-consent#axzz4IXuYFFQ>

