



SW504-016

Social Justice and Diversity in Social Work

Day & Time: Tuesdays 9:00-12:00

Room: 2609 SSWB

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Office Hours: By Appointment

Calendar 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. This includes 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.

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 multi-level social work interventions for social change.

2. Demonstrate knowledge and skills for working for justice, enacting critical consciousness, and engaging and addressing issues of power and diversity. (4.2, 4.3, 4.6, 4.7)
3. Describe the dynamics of difference and dominance/oppression and how they impact human functioning and social relations within and across diverse groups. (4.1, 4.5)
4. Describe how structural differences in society are shaped by historical, psychological, social, and political factors. (4.1, 4.5)
5. Demonstrate knowledge of social locations, constructions, processes, and identities and the diversity within these. This includes increased knowledge about the forces that shape complex selves, relationships, and worldviews. (4.2, 4.3)
6. Demonstrate skills in critical contextual thinking, applying multiple theories and frameworks to illuminate underlying assumptions, biases and possible opportunities, and engaging in praxis.
7. Demonstrate awareness of the sources of power, how to mobilize power towards positive change, and ways to challenge oppressive assumptions, biases, and prejudices (4.2, 4.3)
8. Describe methods for continuing a life-long process of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society. (4.2, 4.4, 4.6, 4.7)

Course Design:

This class will strive to foster a learning environment where each student can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources of their beliefs and perspectives.

This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. It involves lectures, video, and participation in experiential activities. Additionally, this course will provide a forum to critically examine how our multiple status locations, societal constructions, and social processes shape our beliefs, assumptions, behaviors, and life experiences. Special attention will also be given knowledge about justice and change, and principles of change towards justice.

Theme Relation to Multiculturalism & Diversity is addressed from the perspective of critically considering how diverse dimensions (such as ability; age; class; color; culture; ethnicity; family structure; gender - including gender identity and gender expression; marital status; national origin; race; religion, spirituality or worldview; sex; and sexual orientation) are socially constructed, embedded in societal structures across system levels, and maintained through social processes and intra and interpersonal relationships and schemas.

Theme Relation to Social Justice is addressed from the perspective of critically analyzing theories and conceptualizations of justice, current trends and ethical issues and their implications for promoting social justice and social change, by considering the influence of normative rules and conditions. Additional focus will be directed towards how structural and institutional conditions affect the opportunities and well-being of different populations (advantaged and disadvantaged groups) in society.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation is addressed from the perspective of critically considering how varied ideological, theoretical and empirical perspectives influence the definition of social problems and, subsequently, the ways in which institutional policies and practices address access, promotion, prevention, treatment, and rehabilitation.

Theme Relation to Behavioral and Social Science Research will be reflected in the theory, social science literature and research covered characterizing and analyzing macro-level structures, processes and their bearing and implications for the wellbeing 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.

Class Schedule

Date	Topic	Reading
<p><u>Class 1</u> Sept. 6</p>	<p><u>Setting the Stage: Course Overview and Key Concepts</u></p> <ul style="list-style-type: none"> • Levels of Practice • Theory and Practice Integration • Social Work in Context • Ecological Model • Critical Theory • Gender, Race/ Diaspora, Queer, Disability Studies • Oppression and Privilege at Multiple Levels • Multiple Identities and Intersectionality as Frameworks 	<p>1) Beder (2000)</p>

	<i>Social Identity Exercise</i>	
<u>Class 2</u> Sept. 13	<p><u>Oppression and Privilege at the Personal Level</u></p> <ul style="list-style-type: none"> • Personal Level • Intersectionality, Oppression, Marginalization, and Difference <p><i>Discussion Questions and Groups 1</i></p>	<ol style="list-style-type: none"> 1) Mullaly Ch1 2) Mullaly Ch2 3) Mullaly Ch3 4) Mullaly Ch6
<u>Class 3</u> Sept. 20	<p><u>Theory Presentation (Multiple Course Sections)</u></p> <ul style="list-style-type: none"> • Theory Overview <p><i>*Dr. Glover Reed's Lecture will take place from 9-10:30 am in THE WHITNEY AUDITORIUM (ROOM 1315) IN THE SCHOOL OF EDUCATION.</i></p> <p><u>In Class Activity and Presentation (Back in Classroom)</u></p> <p><i>Guest Lecturer: Dr. Beth Glover Reed</i></p>	<p>*Continue more complete and in-depth reading of Beder (2000) and Mullaly Ch1-3, Ch6</p>
<u>Class 4</u> Sept. 27	<p><u>Theory vs. Research vs. Practice</u></p> <p><u>Theory Overview</u></p> <ul style="list-style-type: none"> • Beder, Mullaly, Dr. Beth Glover Reed, Dr. Hernandez Jozefowicz • Psychological Theories • Standpoint Theory <p><i>Discussion Questions and Groups 2</i></p>	<ol style="list-style-type: none"> 1) Fook (2001) 2) Spencer (2008) 3) Collins (1986)
<u>Class 5</u> Oct. 4	<p><u>Intersectionalities and Multiple Identities</u></p> <ul style="list-style-type: none"> • Intersectionalities and Multiple Oppressions • Conflicting Identities • Multiple Identities, Community and Political Involvement • Identity Theory <p><i>Discussion Questions and Groups 2</i></p>	<ol style="list-style-type: none"> 1) Mullaly Ch7 2) Garran & Werkmeister Rozas (2013) 3) Reynolds & Pope (1991)
<u>Class 6</u> Oct. 11	<p><u>Oppression and Privilege at the Cultural and Structural Levels</u></p> <ul style="list-style-type: none"> • Hegemony, Power, and Privilege • Cultural Level 	<ol style="list-style-type: none"> 1) Mullaly Ch4 2) Mullaly Ch5 3) Mullaly Ch10

	<ul style="list-style-type: none"> • Structural Level <p><i>Discussion Questions and Groups 3</i></p>	
<u>NO CLASS</u> Oct 18	***STUDY WEEK***	
<u>Class 7</u> Oct. 25	<p><u>Gender, Sex and Sexuality</u></p> <ul style="list-style-type: none"> • Women and Feminist Identity Development • Outsider Within • Gender, Feminist and Queer Theories <p>**Gender and Sexual Preference Expression Day**</p> <p><i>Discussion Questions and Groups 4</i></p>	<ol style="list-style-type: none"> 1) Burdge (2007) 2) Downing & Rousch (1985) 3) Harris, Battle, Pastrana, & Daniels (2013)
<u>Class 8</u> Nov. 1	<p><u>Race, Ethnicity, Language, Culture and Religion</u></p> <ul style="list-style-type: none"> • Cross group communications and organizations • Acculturation and Adaptation • Critical Race Theory <p>**Race, Ethnicity, Language, Culture and Religion Expression Day**</p> <p><i>Discussion Questions and Groups 5</i></p>	<ol style="list-style-type: none"> 1) Orbe (1998) 2) Park (2009) 3) Suarez, Newman, & Reed (2008)
<u>Class 9</u> Nov. 8	<p><u>Poverty and Social Class</u></p> <ul style="list-style-type: none"> • Ecological Perspective, Poverty, Social Class and Capital • Race, Ethnicity, Class and Mental Health and Educational Attainment • Status Attainment and Social Reproduction Theories • Capital Theories <p>**Poverty and Social Class Expression Day**</p> <p><i>Discussion Questions and Groups 6</i></p>	<p>Integrative Summary and Reflection: Vignette Analysis DUE</p> <ol style="list-style-type: none"> 1) Jozefowicz-Simbeni & Allen-Meares (2002) 2) McLoyd, Purtell, & Hardaway (2016)
<u>Class 10</u> Nov. 15	<p><u>Disability & Ageism</u></p> <ul style="list-style-type: none"> • Social Exclusion • Disability Studies, Theory and Policy • Race, Gender and Mental Health • Disability Studies Paradigms and Models 	<ol style="list-style-type: none"> 1) Goodley (2011) 2) Liasidou (2013) 3) Sheppard (2002)

	<p>**<i>(Dis)Ability and Age Expression Day</i>**</p> <p><i>Discussion Questions and Groups 7</i></p>	
<p><u>Class 11</u> Nov. 22</p>	<p><u>Rethinking Strengths, Empowerment and Social Justice in Social Work Practice</u></p> <ul style="list-style-type: none"> • Strengths • Empowerment • Social Justice <p><i>Discussion Questions and Groups 8</i></p>	<ol style="list-style-type: none"> 1) Carr (2003) 2) Gutierrez (1990) 3) Saleebey (1996) 4) Grant & Cadell (2009)
<p><u>Class 12</u> Nov. 29</p>	<p><u>Anti-Oppressive Practice</u></p> <ul style="list-style-type: none"> • Personal Level • Cultural Level • Structural Level <p><i>Discussion Questions and Groups 9</i></p>	<p>Integrative Summary and Reflection: Social Justice Narrative DUE</p> <ol style="list-style-type: none"> 1) Mullaly Ch8 2) Mullaly Ch9 3) Bishop (2002) 4) Parker (2003)
<p><u>Class 13</u> Dec 5</p>	<p>Class Presentations and Discussion</p>	
<p><u>Class 14</u> Dec. 12</p>	<p>Class Presentations and Discussion</p> <p><u>Course Synthesis and Wrap Up</u></p> <ul style="list-style-type: none"> • Final Paper Review • Course Evaluations 	

Course Text:

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

Course Readings:

Beder, J. (2000). The integration of theory into practice: Suggestions for supervisors. *Professional Development: The International Journal of Continuing Social Work Education*, 3(2), 40-48.

Bishop, A. (2002). In *Becoming an ally*. Fernwood Publishing.

Burdge, B.J. (2007). Bending gender, ending gender: Theoretical foundations for social work practice with the transgender community. *Social Work*, 52(3), 243-250.

- Carr, E. (2003). Rethinking Empowerment theory using a feminist lens: The importance of process. *Affilia*, 18(1), 8-20
- Collins, P. (1986). Learning from the outsider within: the sociological significance of black feminist thought. *Social Problems*, 33(6), 14-32
- Downing, N. E. & Rousch, K. L. (1985). From passive acceptance to active commitment: A model of feminist identity development for women. *The Counseling Psychologist*, 13(4), 695-709.
- Fook, J. (2004). Linking theory, practice and research. *Critical Social Work*, 2(1).
- Garran, A. M. & Werkmeister Rozas, L. (2013). Cultural competence revisited.
- Goodley, D. (2011). Intersections: Diverse disability studies. In *Disability Studies: An Interdisciplinary Introduction*. Sage Publications: London.
- Grant, J., & Cadell, S. (2009). Power, pathological worldviews, and the strengths perspective in social work. *Families in Society*.
- Harris, Battle, Pastrana, & Daniels (2013). The sociopolitical involvement of Black, Latino, and Asian/Pacific Islander gay and bisexual men. *The Journal of Men's Studies*, 21(3), 236-254.
- Jozefowicz-Simbeni, D. H., & Allen-Meares, P. (2002). Poverty and schools: intervention and resource building through school-linked services. *Children & Schools*, 24(2), 123-136.
- Liasidou, A. (2013). Intersectional understandings of disability and implications for a social justice reform agenda in education policy and practice. *Disability and Society*, 28(3), 299-312.
- McLoyd, Purtell, & Hardaway (2016). Race, class and ethnicity in young adulthood.
- Morris, (2002). The capabilities perspective: A framework for social justice. *Families & Society*, 83(4), 365-373.
- Orbe (1998). An outsider within perspective to organizational communication: Explicating the communicative practices of co-cultural group members. *Management Communications Quarterly*, 12(2), 230-279.
- Park, W. (2009). Acculturative stress and mental health among Korean adolescents in the United States. *Journal of Human Behavior in the Social Environment*, 19(5), 626-634.
- Parker, L. (2003). A social justice model for clinical social work practice. *Affilia*, 18(3), 272-288.
- Reynolds, A., & Pope, R.L. (1991). The complexities of diversity: Exploring multiple oppressions. *Journal of Counseling & Development*, 70, 174-180.

Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions. *Social Work, 41*(3), 296-305.

Sheppard, M. (2002). Mental health and social justice: Gender, race and psychological consequences of unfairness. *British Journal of Social Work, 32*(6), 779-797.

Spencer, M.S. (2008). A social worker's reflections on power, privilege, and oppression. *Social Work, 53*(2), 99-101.

Suarez, Z.E., Newman, P.A., & Reed, B.G. (2008). Critical consciousness and cross-cultural/intersectional social work practice: A case analysis. *Families in Society, 89*(3), 407-417.

Grading Criteria

20% Participation and Discussion Questions and Groups (20 points)

30% Integrative Summaries and Reflection (30 points)

30% Class Presentation and Discussion (30 points)

20%: Final Paper: Summary of Presentations and Learning Reflection (20 points)

Assignments Overview

20% Participation and Discussion Questions and Groups (20 points)

- Briefly summarize and highlight some of the main issues you find interesting, important or questionable in the readings.
- Then identify questions you have and topics you would like to discuss in relation to the readings.
- Discussion questions must be handed in to the instructor at the start of each class
- You must be in class to turn in your questions in order for them to be accepted.
- Group and class room discussion emanating from the discussion question assignments will take place during the first part of class.
- Please include your name, topic for the class, and date of the class at the top of the page. Please also use 1 inch margins, single spacing, and 12 point New York Times font.

30% Integrative Summaries and Reflection (30 points)

Integrative Summary #1: Vignette Analysis (15 points)

- Complete the Vignette Analysis
- Write a reaction to the analysis that includes course materials and linkages to your personal and professional selves.

Integrative Summary #2: Social Justice Narrative (15 points)

- Identify your social justice issue(s)
- Link your issue(s) to your personal and professional selves.

30% Class Presentation and Discussion (30 points)

- Students will prepare a theoretical presentation and analysis which represents traditionally excluded or oppressed groups and a reflection on dominance and privilege.
- Each student will present for 8-10 minutes.
- Presentations should focus on issues related to their theory and social work practice with individuals, families, small groups, organizations and communities, and social policy.
- Presentations should reference in class material and outside sources of information.
- Following presentations groups will facilitate class discussion.

20%: Final Paper: Summary of Presentations and Learning Reflection

- Your final paper will be a brief summary and reflection on classroom presentations and the discussions as they relate to course content.
- Suggestions related to social work practice at the individual, the family, small group, organizations and communities, and/or social policy levels should be included.
- Your paper should conclude with an in depth reflection on your personal and professional learning throughout the course. Reflections should be linked to previous and present course content.

General Course Supports and Information

Accommodations for Students with Disabilities

If you are in need of an accommodation for a disability, please let the instructor know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. We can work with the Services for Students with Disabilities (SSD) office to help us determine appropriate academic accommodations. SSD typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form.

For more information contact:

Services for Students with Disabilities
G-664 Haven Hall | 505 South State St.
[\(734\) 763-3000](tel:7347633000) | ssdoffice@umich.edu

Mental Health & Wellbeing

The Office of Student Service's Health and Wellness Program provides supportive services to students which promote wellness, self-care, and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness. Students may experience situations or circumstances that impede educational success and/or quality of life. Students may contact Health and Wellness Advocates Lauren Davis or Nyshourn Price regarding any health, mental health or wellness issue(s). This could include need for advocacy and/or referral to School, university, or community resources, financial resources, or counseling centers. All meetings with students are strictly confidential and can take place in the School, over coffee, or locations where the student feels comfortable and non-threatened.

Nyshourn Price, LMSW
Student Services Specialist
Health & Wellness Advocate
Office: SSWB 1748
Phone: [\(734\) 763-4261](tel:(734)763-4261)
ndp@umich.edu

Lauren Davis, LMSW
Student Services Specialist
Health & Wellness Advocate
Office: SSWB 1748
Phone: [\(734\) 936-0961](tel:(734)936-0961)
laurdavi@umich.edu

Students and faculty can also contact the Health and Wellness Program via ssw.wellness@umich.edu.

Additional resources can be found in the *MSW Student Guide to Health and Wellness*:
<http://ssw.umich.edu/student-life/health-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. power outages, severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

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

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

Office of Student Services
School of Social Work | Room 1748
[\(734\) 936-0961](tel:(734)936-0961) | ssw.msw.info@umich.edu

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/>.