



SW 504 - 007: Social Justice and Diversity in Social Work
Fall 2017

Date/Time: Tuesdays 2-5pm

Professor: Shanna Katz Kattari, PhD, MEd, ACS (pronouns: she/her/hers)

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Office Hours: Tuesdays: 1-2pm, Room 4706

3 Credits, no prerequisites Foundation HBSE Course

Required Text

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

There will be additional readings and handouts from recent social science/medical journals and pertinent news articles and/or social media publications, blogs, and other sources distributed to students via Canvas. This course will also include supplemental videos and social media to enhance and support your learning experience.

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

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, discussion, 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.

Course Objectives

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

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

Theme Relation to Multiculturalism & Diversity

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

Theme Relation to Social Justice

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

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation

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

Theme Relation to Behavioral and Social Science Research

will be reflected in the theory, social science literature and research covered characterizing and analyzing macro-level structures, processes and their bearing and implications for the well-being of different vulnerable and disadvantaged groups and populations in society, as well as how marginalized groups exert agency and influence society.

Relationship to SW Ethics and Values

The NASW Code of Ethics will be used to give students direction about ethical issues as they relate to the experience of marginalized groups. The course will focus on social workers' responsibility as professionals to promote general welfare by working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

Intensive Focus on PODS [Privilege, Oppression, Diversity and Social Justice]

This course integrates PODS content and skills with a special emphasis on the identification of practice, theories and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Important Questions for SW 504

1. What comprises and defines social justice?
 - What theories and assumptions underlie different formulations of justice?
 - What do we know about what creates and sustains socially just situations, contexts, practices?
 - 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 micro and mezzo 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 people, societies and institutions change? General theories, planned/steered change approaches?
e.g., From the bottom up, one individual at a time - Collective behavior
Changing consciousness, symbols - Natural selection - New technologies
Because of external forces, crises, economic markets and forces (capitalism)

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, mezzo, 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?

Four major and inter-related streams within 504

- Social justice, barriers to that (privilege/oppression), what sustains and disrupts these, and how these operate differently in different groups and contexts.
- Skills for theorizing and critical contextual thinking; learning about and applying theories
- Social change, and what helps systems to change. Prevention and promotion of justice and well-being within this.

- Intersectionality in knowledge of self and for working with others who are similar and different.

Accommodations for students with disabilities

If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you chose to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 7633000 or go to <http://www.umich.edu/~sswd/>

Note: I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our classroom space, activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know!

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) or Nyshourn PriceReed (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. The MSW student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf

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/>).

Religious Observances

Please notify me if religious observances conflict with class attendance, community participation or due dates for assignments so that we can make appropriate arrangements.

Student Code of Academic and Professional Conduct

All students should be familiar with the Student Code for Academic and Professional Conduct (<http://archive.ssw.umich.edu/studentguide/2014/page.html?section=12&volume=1>) which holds our students to the highest standards of academic and professional conduct. Unacceptable academic behavior refers to actions or behaviors that are contrary to maintaining the highest

standards in course work and includes such actions as cheating, plagiarism, falsification of data, aiding and abetting dishonesty and impairment. Any suspected situations of academic misconduct will be discussed with the student and then reported to the Associate Dean for Academic Programs, Jorge Delva.

Campus Commitment and "Expect Respect" campaign

A respectful, supportive, and welcoming environment is necessary for student learning. The University of Michigan has developed the Campus Commitment within the Expect Respect initiative as a University wide educational program that "provides clear definitions of discrimination and harassment prohibited by University policy, as well as contact information for University resources and ways to report concerns. Its goal is to contribute to an environment of civility and respect in which all members of the University community can work and learn." For more information on this program please read <http://hr.umich.edu/oie/cc/index.html>. Please contact me if you have any concerns about these issues as they relate to our class or your experience at the UM in general.

Laptop Policy

Laptops may be used for legitimate classroom purposes only, such as taking notes or looking up readings on Canvas. Email, Facebook, instant messaging, online shopping, surfing the Internet, and playing games are not considered legitimate classroom purposes. Such use is distracting to those seated around you, and if I see you using your computer for these purposes, I may ask you to turn off your computer and take notes by hand.

Inclusivity Policy

Social and economic justice is one of the key themes of social work practice, research, and education. As a social work community, we must encourage each other to critically examine issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we actively *listen* to each other about how our words and actions are affecting one another and the learning environment, knowing the impact is more important than intent. It can be difficult to navigate the dual priorities of supporting authentic free speech, and holding active regard for one another being open to diverse perspectives and ideas. I recognize that microaggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability status, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions. Please bring your best selves to our classroom space.

Course Schedule

Session	Topics Covered	Items DUE	Readings – To be read prior to class
1 Sept	<ul style="list-style-type: none">• Overview of Class		Syllabus

5th	<ul style="list-style-type: none"> • Review syllabus • Basic Definitions 		
2 Sept 12th	<ul style="list-style-type: none"> • Oppression, Marginalization, and Appropriation 		<p>Young, I. M. (2000). Five faces of oppression. In M. Adams, W. J. Blumenfeld, R. Casteñeda, H. W. Hackman, M. L. Peters, and X. Zuniga (Eds.) <i>Readings for diversity and social justice: An anthology on racism, sexism, anti-Semitism, heterosexism, classism and ableism</i> (pp. 35-49). New York: Routledge.</p> <p>Chapter 1. Culture In F.F Marsiglia, & S. Kulis, (2009). <i>Diversity, oppression and change</i> (pp. 2-25). Chicago: Lyceum Books, Inc.</p> <p>The 1491s. (2012) I'm an Indian too. Retrieved from: https://www.youtube.com/watch?v=9BHvpWP2V9Y</p>
3 Sept 19th	<ul style="list-style-type: none"> • Intersectionality • Systemic Oppression 	Assignment DUE: Who Am I?	<p>Crenshaw, K. (2015). Why intersectionality can't wait. Retrieved from https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/?utm_term=.3e1cc135c280</p> <p>Gillborn, D. (2005). Educational policy as an act of white supremacy: Whiteness, critical race theory, and education reform. <i>Journal of Educational Policy</i> 20 (4), 484-505.</p> <p>Chapter 2. Cultural diversity, oppression, and action: A culturally-grounded paradigm. In F.F Marsiglia, & S. Kulis, (2009). <i>Diversity, oppression and change</i> (pp. 32-51). Chicago: Lyceum Books, Inc.</p>
4 Sept 26 th	<ul style="list-style-type: none"> • The historical context of power, privilege and oppression • Policies related to power and social inequity 	Assignment DUE: Journal #1	<p>Chapter 1. Imperialism, History, Writing, and Theory. In L. T. Smith (2012). <i>Decolonizing methodologies: Research and Indigenous peoples</i> (pp. 20-43). New York: Zed Books.</p> <p>Mayeno, L. (2015). Seeing and naming racism in nonprofits and public organizations. Retrieved from: http://www.mayenoconsulting.com/wordpress/seeing-and-naming-racism-in-nonprofit-and-public-organizations/</p> <p>Sánchez, R. (2006). On a critical realist theory of identity. In L. M. Alcoff, M. Hames-García, S. P. Mohanty, & P. M. L. Moya (Eds.), <i>Identity politics reconsidered</i> (pp. 31-52).</p>

			New York: Palgrave MacMillen.
5 Oct 3rd	<ul style="list-style-type: none"> Identity and social justice 		<p>Abdel-Mageid, Y. (2014). What does my headscarf mean to you? Retrieved from: https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you</p> <p>Lesser, J. G., & Pope, D. S. (2011). Chapter 4: Identity Development. In <i>Human Behavior and the Social Environment: Theory and Practice</i>, 2nd edition (pp. 93-122). Boston: Allyn & Bacon.</p> <p>Quiros, L. & Dawson, B. A. (2013). The color paradigm: The impact of colorism on the racial identity and identification of Latinas. <i>Journal of Human Behavior in the Social Environment</i>, 23 (3), 287-297. DOI: 10.1080/10911359.2012.740342.</p>
6 Oct 10th	<ul style="list-style-type: none"> Forms of Multiculturalism 		<p>Kincheloe, J. & Steinberg, S. (1997). Introduction: What is multiculturalism? In J. Kincheloe and S. Steinberg (Eds.) <i>Changing multiculturalism</i> (pp. 1-26). Philadelphia, PA: Open University Press.</p> <p>Chapter 3. The intersectionality of race and ethnicity and other factor. In F.F Marsiglia, & S. Kulis, (2009). <i>Diversity, oppression and change</i> (pp. 42-55). Chicago: Lyceum Books, Inc.</p>
7 Oct 17th	NO CLASS – FALL BREAK	--	NO CLASS – FALL BREAK
8 Oct 24th	<ul style="list-style-type: none"> Critical Analysis of Privilege Allyship Accomplices 	Assignment DUE: Social Justice MixTape	<p>Boutte, G. S. & Jackson, T. O. (2014). Advice to white allies: Insights from faculty of color. <i>Race, Ethnicity and Education</i> 17(5), 623-642.</p> <p>Jakubowski, K. (2015). Diversity is not a certificate: How to dismantle oppression at your workplace. Retrieved from: http://everydayfeminism.com/2015/02/dismantling-oppression-at-work/</p> <p>McIntosh, P. (2012). How studying privilege systems can strengthen compassions. Retrieved from: https://www.youtube.com/watch?v=e-BY9UEewHw</p> <p>McKenzie, M. (2015). How to tell the difference between</p>

			<p>really allyship and “ally theater.” Retrieved from http://www.blackgirldangerous.com/2015/11/ally-theater/.</p> <p>U.S. Department of Justice. (March 4, 2015). Investigation of the Ferguson police department.</p> <p>https://www.socialworkers.org/pace/why_run.asp</p>
9 Oct 31st	•	Extra credit if you dress up! (in any way, shape or form that is not appropriative or transphobic)	<p>Chong, Y.W. (2012). Beyond the gender binary. Retrieved from: https://www.youtube.com/watch?v=-Lm4vxZrAig</p> <p>Coyote, I. (2016). Why we need gender neutral bathrooms. Retrieved from: https://www.ted.com/talks/ivan_coyote_why_we_need_gender_neutral_bathrooms</p> <p>Rankin, S. & Beemyn, G. (2012). Beyond a binary: The lives of gender-nonconforming youth. <i>About Campus</i> 17(4), 2-10.</p> <p>Chapter 9. Gender. In F.F Marsiglia, & S. Kulis, (2009). <i>Diversity, oppression and change</i> (pp. 196-223). Chicago: Lyceum Books, Inc.</p>
10 Nov 7th	• Online/ Intergroup Relations unit	No classroom time – do Intergroup Relations unit online	TBD – In partnership with Dr. Michael Spencer
11 Nov 14th	• Online/Social Media Interventions	No classroom time – online unit Assignment DUE: Journal #2	<p>Clark, R. (2016). “Hope in a hashtag”: the discursive activism of #WhyIStayed. <i>Feminist Media Studies</i>, 16(5), 788-804.</p> <p>Gonzalez, K. A., Ramirez, J. L., & Galupo, M. P. (2017). “I was and still am”: Narratives of Bisexual Marking in the #StillBisexual Campaign. <i>Sexuality & Culture</i>, 21(2), 493-515.</p> <p>Mock, J. (2012). My journey (so far) with #GirlsLikeUs: Hoping for sisterhood, solidarity and empowerment. Retrieved from http://janetmock.com/2012/05/28/twitter-girlslikeus-campaign-for-trans-women/</p>

			<p>Stephen, B. (2015). Social media help Black Lives Matter fight the power. Retrieved from: https://www.wired.com/2015/10/how-black-lives-matter-uses-social-media-to-fight-the-power/</p> <p>Vance, J.D. (2016). Ted Talk: American's forgotten working class. Retrieved from https://www.ted.com/talks/j_d_vance_america_s_forgotten_working_class/discussion</p> <p>Wanshel, E. (2016). People who are not disabled need to check out #AbleismExists right now. Retrieved from http://www.huffingtonpost.com/entry/dominick-evans-ableismexists-twitter-discrimination-against-disabled-people_us_571902c9e4b0c9244a7b2eb9</p> <p>Take some time to explore http://www.microaggressions.com/</p>
12 Nov 21st	<ul style="list-style-type: none"> Disability as social identity 	Assignment DUE: Group Presentations	<p>Brown, L.X.Y. (2016). Ableism/language. Retrieved from http://www.autistichoya.com/p/ableist-words-and-terms-to-avoid.html</p> <p>Dupre, M. (2012). Disability culture and cultural competency in social work. <i>Social Work Education: The International Journal</i>, 31(2), 168-183. DOI: 10.1080/02615479.2012.644945.</p> <p>Landau, E. (2015). Why person first language doesn't always put the person first. Retrieved from https://www.thinkinclusive.us/why-person-first-language-doesnt-always-put-the-person-first/</p> <p>Mackelprang, R. W., & Salsgiver, R. O. (2015). Chapter 2: Human Development and Disability. Theories of Human Development Related to Identity, Social-Ecological Model of Human Development, Summary, and Personal Narrative. <i>Disability: A Diversity Model Approach in Human Service Practice</i>, 3rd Edition (pp. 65 -95). Chicago: Lyceum.</p>
13 Nov 28th	<ul style="list-style-type: none"> Race and Structural Inequity 	Assignment Due: Proposal for Final Project	<p>Alexander, M. (2012). The New Jim Crow. In M. Alexander (Ed.) <i>The New Jim Cross Mass Incarceration in the age of Color Blindness</i> (pgs. 178-220). NY: The New Press.</p>

			<p>Linn, W. (2013). Knock-off Native. Retrieved from: https://www.youtube.com/watch?v=i_zFOsd_pqA</p> <p>Chapter 11. Cultural norms and social work practice. In F.F Marsiglia, & S. Kulis, (2009). <i>Diversity, oppression and change</i> (pp. 253-277). Chicago: Lyceum Books, Inc.</p>
14 Dec 5th	<ul style="list-style-type: none"> Sexuality as a location for domination and power 	Assignment DUE: Journal #3	<p>Pharr, S. (2011). Homophobia as a weapon of sexism. In T. E. Ore (Ed.) <i>The social construction of difference and equality: Race, class, gender and sexuality</i> (pp. 631-641). New York: McGraw Hill.</p> <p>Things bisexual people are tired of hearing. (2014). Retrieved from: https://www.youtube.com/watch?v=k6SXrK0l-ZA</p> <p>Latinos talk about coming out (2016). Retrieved from: https://www.youtube.com/watch?v=KkQ2kTa4Rgk</p> <p>Chapter 10. Sexual Orientation. In F.F Marsiglia, & S. Kulis, (2009). <i>Diversity, oppression and change</i> (pp. 224-250). Chicago: Lyceum Books, Inc.</p>
15 Dec 12th	<ul style="list-style-type: none"> Social Class and Race What Next? 	Assignment DUE: Final Assignment	<p>Kraus, M.W., Piff, P.K., & Keltner, D. (2011). Social class as culture: The convergence of resources and rank in the social realm. <i>Current Directions in Psychological Science</i>, 20, 246-250).</p> <p>Newitz, A., & Wray, M. (2004). What is 'White Trash'? Stereotypes and economic conditions of poor whites in the United States. In M. Hill (Ed.), <i>Whiteness: A critical reader</i> (pp. 168-184). New York: New York University Press.</p>

Assignments

Participation: 20% (200 points)

Who Am I Paper or Video: 15% (150 points)

Social Justice MixTape: 15% (150 points)

Self-Reflexive Journals (3): 15% (150 points, 50 points each)

Group Presentation: 15% (150 points)

Final Project: 20% (proposal is 40 points, product is 160 points)

Submission of Assignments

All assignments must be submitted online via Canvas at or before the time it is due as indicated on the syllabus. If you are unable to submit online for any reason, email the professor your assignment directly. If you do not contact the professor to explain that Canvas is not working, and do not email the assignment, your assignment will be considered late.

Any late assignment will lose 3 points for each day it is late unless arrangements are made with the professor for an extension prior to the due date. Occasionally, unforeseen circumstances arise (e.g., illness, personal or family emergency) which may make it difficult for you to complete the assignment by its designated due date time.

Should this happen, it is YOUR responsibility notify the professor. At the professor's discretion, your request for an extension of an assignment past its due date may be granted, usually for no longer than one week past the due date. The professor reserves the right to deduct points for late assignments.

Participation – 20%

DUE – December 13th, end of day.

Participation is broadly defined. Participation refers showing up to class (in a timely manner), asking questions, applying course concepts to questions about your own experiences, contributing to the learning of others, participating in online discussions, providing accurate and respectful feedback to others, identifying any unique learning needs or problems to the professor, and utilizing office hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments. Class contributions should focus on relevant course concepts and professional practice experiences. Monopolizing space or contributing off topic is not considered participation. Participation can and should be done both in the classroom and on the discussion boards online.

Criteria	Exemplary Performance	Points (200 max)
Frequency of participation in class	Student initiates contributions more than once in each class session/online discussion, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute, in person or online. Student does not comment overzealously or to the exclusion of other learners.	60
Quality of comments	Comments in person and online 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.	70
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.	70
Total		200

*Modified from Eberly Center for Teaching Excellence

Who Am I – 15%

DUE – Sept 19th, 2pm

The purpose of this project is for students to explore their own values, experiences, and biases and to better understand how their social location influences who they are and how they see the world.

Papers or videos must be evident of both thoroughness and thoughtfulness. Students are expected to put time and effort into this assignment. Submissions that are not reflective of considerable time and effort will not receive any credit. It is important that students answer the prompts honestly. I am the only one who will be reading/watching this assignment.

This is an opportunity for students to consider what their answers reveal about who they are and how this shapes them as a person and a future social worker or educator.

Do not read or write the text of the questions in your video or paper. I know the questions and will have a copy of them when I am reviewing your submission. Instead, use the limited time you have to focus on your answers. I also want to encourage you to focus on salient experiences that cut across multiple questions/aspects of your identity and avoid answering each question one by one. There are simply too many questions and many of them overlap.

A strong video/paper will focus on key experiences in your life that shaped your attitudes about different aspects of your identity. For example, you could first discuss messages you received in your family about race, gender, religion, sexuality, etc. and then move to important experiences you had in the community that taught you what behaviors were appropriate and desirable.

You don't have to do it exactly this way, but it will be more manageable than answering each question individually given the time requirements. What is most important is that you take time to really think about the questions, reflect on your life experiences, and synthesize them together in the video to communicate how you developed your identity and worldview.

The depth of your effort and self-reflection for this assignment will determine the depth of your learning. You are encouraged to take time to think about the questions, reflect on your life experiences, and synthesize them together in the essay to communicate how you developed your identity and worldview.

1. Introduce yourself. Write ~1 page about who you are; where you are from, where you grew up, etc. Consider how you might introduce yourself to a new roommate. What are the important things you think they need to know about who you are?
2. Into what social and economic class (SES) were you born? Did this change over time? If so, how so? How did you know what SES you belonged to? How did you know what SES you did not belong to? What messages have you received about your SES? From whom? Where? What messages have you received about those who are of different SES statuses? From whom? Where? How have these messages shaped your current thought about those who are of the same/different SES as you? Give at least one specific example of how your SES has affected your life.
3. What is your gender identity (NOTE: not just in the sex binary of male/female, but think about whether you might identify as cisgender, transgender, non-binary, etc.)? How do you express your gender identity? Has this changed over time? If so, how? What

messages have you received about your gender identity and others who are of the same gender identity as you? From whom? Where? What messages have you received about those who are of different gender identities? From whom? Where? How have these messages shaped your current thought about those who are of the same/different gender identity as you? Give at least one specific example of how your gender identity has affected your life.

4. What is your sexual orientation? Has this changed over time? If so, how? What messages have you received about your sexual orientation and others who are of the same sexual orientation as you? From whom? Where? What messages have you received about those who are of different sexual orientations? From whom? Where? How have these messages shaped your current thought about those who are of the same/different sexual orientation as you? Give at least one specific example of how your sexual orientation has affected your life.
5. How do you identify racially/ethnically? Has this changed over time? If so, how? What messages have you received about your race/ethnicity and others who are of the same race/ethnicity as you? From whom? Where? What messages have you received about those who are of different race/ethnicity? From whom? Where? How have these messages shaped your current thought about those who are of the same/different race/ethnicity as you? Give at least one specific example of how your race/ethnicity has affected your life.
6. How do your body and mind move through the world? What is your identity around your ability or disability status? Would you say you are neurotypical or neurotypical? Is this identity the same as it has always been, or has it shifted? What may have helped it to shift? Does this identity change based on the contexts you are in? What are the messages you receive regarding this identity? Give at least one specific example of how your disability status has affected your life.
7. Are you religious? How do you identify religiously, if at all? Is this the same or different as your family of origin? Your family of choice? What does it mean to hold this identity in your community? Has this identity ever been challenged? What messages exist in the world about people who share this identity? If you do not have a religious identity, what has that experience been like for you? Give at least one specific example of how your religious identity (or lack thereof) has affected your life.
8. Read your answers to the questions above. Ask yourself: *What have I NOT said? Why not? What things did I not explain because I believed the reader shared my common experience?* Upon reflection, identify a cultural group that might be a personal challenge for you as you move into the profession of social work. Write/speak and explain how/why you believe this group would be a challenge for you. Remember the group must fit one of the cultural clusters above (SES, gender identity, sexual orientation, race/ethnicity, disability status, religious identity)

Expected Length: Papers should be 5-8 pages (Times New Roman 12, double spaced, 1" margins) and in APA format. Videos should be 15-25 minutes in length. No citations are needed – this should be 100% based on reflection of your own identities and experiences in moving through the world.

Criteria	Exemplary Performance	Points (150 each)
Authenticity	Paper/video represents the author's ideas, thoughts, or conclusions accurately, fairly, and eloquently. It is authentic to the author and their own experiences, and not regurgitating thoughts already shared in the class or from others. It shows willingness to be self-reflexive and vulnerable. It moves beyond simply recitation of facts and identities.	100
Clarity and Presentation	Paper/video consistently uses precise and unambiguous wording. It has clear and lucid sentence structure. It has minimal use of quotations and effectively frames first-person perspective in the text. It is clean, correctly formatted in APA style (12-point font, Times New Roman or Arial, 1" margins), and written in full sentences, reaching minimum page length. There are virtually no spelling or grammatical errors.	50
Total		150

*Modified from Eberly Center for Teaching Excellence

Social Justice MixTape – 15%

DUE – Oct 24th, 2pm

For this assignment, I would like you to think about your social justice journey. This can include what you were taught as a child or teen, your process around realizing/naming your identities, experiences you have had around power, privilege, and/or oppression, times where you have benefited from the oppression of others/times when others have benefited from your oppression, times where you offered allyship or where you wished you had been better at allyship, a time when you felt helpless in the face of injustice, or any other pieces of your journey around social justice.

I'd would then like you to think about music that relates to/connects to/aligns with these pieces of your journey. Please choose 10 – 15 songs that were or are part of this process. For example, a song sung in your religious institution or community growing up, a song played at a protest, a song playing during a situation when you messed up and said/did the wrong thing, a song in a movie that reaffirmed your identity.

You have some options once you have come up with your songs regarding how to share/turn in your MixTape. You can make a Spotify playlist and send it to me. You can make a list of the videos on YouTube (or make a mix) and send me the link(s). You can burn me a CD of these songs, put them on a jump drive, or create a Dropbox folder. If it is less of the music, and more the lyrics that are relevant for you, please include the lyrics for all of the songs. If it is more the video than the song itself, please ensure the video is included.

Once you have all of your songs in one place, I would also like you to write a bit about each song (1-2 paragraphs per song, including why you chose it, what it means to you, and how this experience has contributed to your social justice journey). Please also include a 1-2 paragraph introducing your Mix Tape, 2-3 paragraphs of where you are in your social justice journey and where you hope to continue to grow (at the end of the song explanations), and a list of Contributors/Acknowledgements (people and/or communities who have support you on this journey).

The MixTapes will be shared with the class (anonymously if you choose); the write up will not be shared unless you choose to share it.

Criteria	Exemplary Performance	Points (150 each)

Authenticity	Accompanying paper represents the author's ideas, thoughts, or conclusions accurately, fairly, and eloquently. It is authentic to the author and their own experiences, and not regurgitating thoughts already shared in the class or from others. It shows willingness to be self-reflexive and vulnerable.	60
Clarity and Presentation	Accompanying consistently uses precise and unambiguous wording. It has clear and lucid sentence structure. It has minimal use of quotations and effectively frames first-person perspective in the text. It is clean, correctly formatted in APA style (12-point font, Times New Roman or Arial, 1" margins), and written in full sentences, reaching minimum page length. There are virtually no spelling or grammatical errors.	60
MixTape Itself	Song list/CD/YouTube playlist/etc., exists with 10-15 songs, is accessible by the professor to be played/listened to.	30
Total		150

*Modified from Eberly Center for Teaching Excellence

Self-Reflexive Journals (3) – 15%, 5% each

DUE – Sept 26th, Nov 14th, Dec 5th at 2pm

You will write 2-4 page long journal entries **THREE TIMES** throughout the semester in response to the readings, activities, videos, course content, & guest speakers reflecting on personal values, ethics, perspectives, biases and reactions to engaging with different identity groups, individuals, and potential clients, as well as different frameworks, interventions, and theories. Each entry should be self-reflective and written in first person; you will not lose points for acknowledging concerns, biases, privileges, apprehensions, etc. Rather, you are asked to be honest and forthright about your response to the class and its content. If readings are mentioned, they should be cited – additional citations are not required. These are due before class begins on their due date (but can be submitted early) and should be submitted through Canvas. Only I will be reading these journal entries (they will not be shared with the class).

Criteria	Exemplary Performance	Points (50 each)
Accuracy	Journal entry represents the author's ideas, thoughts, or conclusions accurately, fairly, and eloquently. It shows a firm understanding of the implications of each author's argument(s), or asks questions when there is not a firm conclusion. It is authentic to the author, and not regurgitating thoughts already shared in the class or from others.	20
Argument	Journal entry fully meets the requirements of the assignment. It explores implications of chosen ideas for the assigned topic in thoughtful and/or original ways. It makes convincing and personalized case for why selected key ideas connect and/or uses texts, class discussions, and/or lectures to support.	20
Clarity and Presentation	Journal entry consistently uses precise and unambiguous wording. It has clear and lucid sentence structure. It has minimal use of quotations and effectively frames first-person perspective in the text. It is clean, correctly formatted in APA style (12-point font, Times New Roman or Arial, 1" margins), and written in full sentences. All citations (if there are any) are properly attributed and cited in a consistent style. There are virtually no spelling or grammatical errors.	10
Total		50

*Modified from Eberly Center for Teaching Excellence

Group Presentations – 15%

DUE – Nov 21st, 2pm

This assignment builds on your answers on the Who Am I assignment and the new insights you have gained through your class interactions. Your assignment will focus on a group of people that have been the target of subjugation and/or domination by social structures. I will create learning groups comprised of 3-4 students per group. Each group will have to decide on the group upon which they will focus. Some classroom time will be given for groups to work on these projects, and the assumption is that additional time outside of class (individually or as a group) will be spent to complete these projects.

Learning groups will engage in an assessment of the ways in which power is used to define,

subjugate and dominate the identity of targeted people through popular culture mechanisms. Learning groups are expected to provide visual examples of the way that popular culture and mass media create, reinforce, and misrepresent people whose experiences are outside of White heterosexual cisgender straight able-bodied Christian male confines of social rules. The targeted people are identified based on populations of people, not treatment-seeking categories. For example, individuals in nursing care with dementia **would not** meet the requirements of this assignment. Rather, the focus of the assignment will be on people who typically experience biases including people who experience social exclusion based on: race, ethnicity, age, ability, non-Christian religious affiliation, citizenship status, gender identity, and sexual orientation. Referring back to the example previous, an appropriate approach to the assignment would be to focus on older adults or people with disabilities.

Student groups will create a presentation for the class that covers three areas: 1) portrayals of identified social group in pop culture representations, 2) socio-economic indicators of the identified group (who makes up this group? What does SES look like? Other identities within this group? Health outcomes? And so on), and 3) What are some interventions or theoretical frameworks social workers could use to support individuals in this group to be more empowered and feel valued.

Presentations may not be longer than 15 minutes to review. There should be a visual component (poster, Powerpoint, Prezi, etc.), and all images should include a description for accessibility. Visual representation should include the context that they were obtained (name of commercial/movie, topic of a billboard, artist, or physical location of art work). It may include pictures taken from your phone of visual representations that you observed in the community, images searched online, movies, etc. The last screen of the presentation will include a reference list of the articles used in the socio-economic indicators and intervention/theoretical framework sections of the presentation.

Upon completing this assignment, students should have a better understanding of the ways in which our perceptions about historically underrepresented and marginalized groups are shaped and the ways that these perceptions maintain social power for some people at the exclusion of others, as well as ideas on how to engage with communities and clients to better support them.

As the groups are assigned, the learning groups should divide up who will do which part of each presentation. An example division; one person does prevalence and socio-economic factors about their population, another speaks about portrayal in entertainment/advertisement, and the final person talks about intervention/theoretical framework. This is completely open to interpretation and the interest areas of the group. After the presentation, each member of each group will rate themselves and other group members based on how much effort each person contributed to the project, so that if one group member winds up completing the majority of the project, they will be recognized for shouldering more of the responsibility.

Students may consider reviewing the website Presentation Zen (<http://www.presentationzen.com>) for ideas and guidelines for designing presentations.

Criteria	Exemplary Performance	Points (150 max)
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Teamwork:	Team worked well together, and each member contributed in a valuable way to the project. Presentation reflected a high level of mutual respect and collaboration. • Team Member Input (15 points) • Instructor Assessment (15 points)	30
Subject Knowledge & Contribution	Team met all requirements and objectives, and demonstrated mastery of the course material assigned. The group facilitated lively discussion that showed preparation, critical thinking, and depth of the topic(s).	60
Clarity and Presentation	Team presented a clear presentation that was well-organized and easy to follow. Team responded to questions from classmates and instructor well.	60
Total		150

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Final Project – 20%

DUE – December 13th, 11:59pm

The purpose of this project is for students to explore their own values, experiences, and biases and to better understand how their social location influences who they are and how they see the world.

You will select one theoretical perspective as a lens through which to analyze an issue of social justice or the conditions of a marginalized population group (different than the one chosen for the group presentation). You will select from one of three available formats for their final project product. The final project assignment has two components: (1) proposal & (2) final project product. Each component has different due dates. The final project assignment is an individual assignment.

Proposal (worth 20% of the final project's grade):

You must submit a 2-page proposal of their final project (with 3-6 references). This proposal must address the type of format you will use for your final project and how it will address course concepts and theories.

Final Product (worth 80% of the final project's grade):

Students can choose one of several formats for your final project, including (1) TED talk (10-15 minutes); (2) podcast (10-15 minutes); or (3) an illustrated book/magazine with photographs and articles (at least 20 pages). Another format may be possible, but you must seek professor permission prior to the proposal.

Within your product, you should address yourself and your own len(es)/bias(es), why you chose this population/group, and what theory(ies) you'll be using to address the topic of oppression/marginalization. You should also include information about this population group (who are they, who makes up this group, socio-economic factors), what marginalization looks like in the community, how the theoretical framework(s) connect. Additionally, please address how social work can address this from micro, mezzo and/or macro perspectives. Feel free to quote others, include resources, etc. – make this a project that you would want to share within your own community/networks.

Criteria	Exemplary Performance	Points (200 max)
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Introduction	Introduce yourself and lead with a compelling quote, statement, story or other feature to set up the conversation. Explain why people should pay attention.	30
Introduction of the population or social issue	Make this topic or population real and relevant to your audience. 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).	35
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 a strong approach to dissecting or addressing the problem or population issues identified.	35
Theory & Topic Integration	Provide examples of how specific aspects of the theory speak to or address the topic in concrete ways. Introduce the readers/watchers/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 (at micro, mezzo and/or macro levels).	40
Wrap Up	Succinctly summarize the main points of your discussion. Give the readers/watchers/listeners something to think about after they have finished. Thank them for engaging, and connect them with a next step or two.	30
Presentation	The storytelling is clear and coherent. Each argument is convincing and uses evidence from the readings or outside sources to support positions. Contenting is engaging and communicates complex topics in a way that the general public can understand. There is good quality of films/sound/photos/illustrations, and it is clear that thought and effort have been put into this final product.	30
Total		200

Course Grades

The University of Michigan, School of Social Work, Master's Program grades on a 9.0 grading scale, which translates to the following:

A+ 9.0	B+ 6.0	C+ 3.0	D 0.0
A 8.0	B 5.0	C 2.0	E 0.0
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-

Grade Contestation

We strongly discourage grade grubbing *of any kind regarding your papers. Grade grubbing is defined as begging, pleading, arguing, bribing, crying, or in any way asking for a higher grade. Instead, we encourage you to discuss why you lost points and what you can do to improve for the future.*

If, however, you feel strongly that you have a valid dispute about a grade on an assignment, you should submit a statement in writing *explaining the mistake you think has been made and what alternate grade you suggest. Make an appointment with your professor to discuss the grade in person.* Note that re-reading an assignment submission can result in either a lower or a higher grade and that *this grade will be final.*