



SW 504: Diversity and Social Justice in Social Work

Tuesday 6 pm - 9 pm Room 2752 SSWB

Instructor: Tina Louise, LMSW

Office: 3764 SSWB

Office Hours: Tuesday 4:00 pm - 6:00 pm and by appointment.

Mailbox: 107

Email: tinalou@umich.edu *for immediate assistance please contact me on my cell

Phone: 248-703-4920 (Please include your name when texting me with questions)

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

Competency	Practice Behavior
4.1 Engage diversity and difference in practice.	Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
4.2 Engage diversity and difference in practice.	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

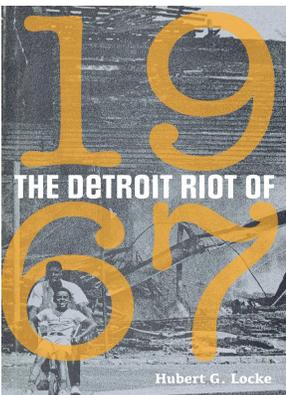
4.3 Engage diversity and difference in practice.	Recognize and communicate their understanding of the importance of difference in shaping life experiences
4.4 Engage diversity and difference in practice.	View themselves as learners and engage those with whom they work as informants

Course Design

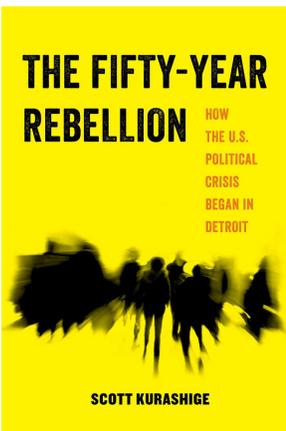
This class will strive to foster a learning environment where each student can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources of their beliefs and perspectives. This course will work to create a climate that supports 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 to knowledge about justice and change, and principles of change towards justice.

There are two texts that must be purchased for the course. All other key articles, book chapters, and other relevant learning material is or will be available on Canvas

Course Texts:



Locke, H. (1969). *The Detroit Riot of 1967*. Wayne State University Press, Detroit, Michigan 2017 re-issue.



Kurashige, S. (2017). *The Fifty-Year Rebellion: How the U.S. Political Crisis Began In Detroit*. University of California Press, Oakland, California.

Instructor Style: This class is organized around principles of andragogy (adult learning), empowerment, and collaboration. We will develop a co-learning environment that will include presentations, skill building activities and exercises, speakers, and different media.

Theme Relation to Multiculturalism and 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 and 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.

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 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) 763-3000 or go to <http://www.umich.edu/~sswd/>

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 at (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.

Student Mental Health and Wellbeing Services: University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

You can also contact Megan Shaughnessy-Mogill, LLMSW Embedded Counselor, School of Social Work by email at mshaughm@umich.edu or stop by their office located on the 4th floor, 4867.

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/>) UM Child Care gateway (<http://www.hr.umich.edu/childcare/>).

Safety & Emergency Preparedness: In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

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

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

Office of Student Services School of Social Work | Room 1748

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/>.

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.

Campus Commitment: A respectful, supportive, and welcoming environment are necessary for student learning. The University of Michigan has developed 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." 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.

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 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, 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>.

IMPORTANT COURSE POLICIES

Attendance: It is important that you attend each class session. Participation and class attendance are professional responsibilities. The class sessions involve skill development experiences that go beyond course readings. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, attendance and participation are expected. It is especially helpful when we share examples from our experience. Also, feel free to draw on current events and literature related to course topics in order to promote our learning.

Due to the nature and importance of content covered during each class session, **if for any reason you must miss a class session your grade will be lowered ten points for each missed session. You may complete a makeup assignment for one missed session only. The make-up assignment is worth ten points.** To complete this assignment find out from other students what was covered in the missed sessions and develop a written make-up plan detailing how you will cover the content presented that day and submit the plan via email for instructor approval. The plan should focus on the topics of the missed session, include a three-page paper on information learned, and should involve three or more hours of effort. **No more than one make-up assignment is allowed for this course.** Consideration will be given for documented health, family or other kinds of emergencies and no points may be lost or a makeup assignment required.

Assignment Extensions: are only given in circumstances in which the student is experiencing an extreme hardship that is interfering with completion of course assignments. Inability to balance the requirements of other courses with the due dates of assignments for this course will not qualify as a hardship in which an assignment extension will be granted. If a student is struggling with school/life/work balance, they are encouraged to reach out to me and other university resources for support. Concerns over lack of access to computers and other resources needed to complete assignments will also not warrant assignment extensions. If a student needs support with access to computers and other resources, they are encouraged to reach out to me and other university support systems in a timely manner. Late assignments received without prior approval will receive a five point deduction for each day the assignment is late.

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.

Class Participation: In addition to attending class, students are expected to arrive prepared to actively participate in their learning process. This includes not simply sitting quietly and listening/observing, but posing questions and comments to the instructor and other students, as well as answering questions and addressing comments posed by the instructor and other students during our class discussions. **Class participation also involves full attention to lectures and other activities.**

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.

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". 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, email, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors 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.

Emotional Content: As a diverse group of learners, material may be presented or discussed that "triggers" a prior personal and potentially painful or negative 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. That said, identifying microaggressive behaviors will be central to our learning throughout the course. The same understanding of no-ill intent will be applied to understanding and addressing microaggressions.

Incomplete: a student may receive a grade of Incomplete (“I”) only if the coursework remaining to be done by the end of the semester is small and the instructor approves an extension for completing the unfinished work. Please note the notation of “I” remains a permanent part of the academic record. When coursework is completed to the satisfaction of the instructor, the grade will appear on the transcript as, for example, “I B+.” The grade point average is based only on hours of coursework completed. To receive an Incomplete for this course the student must formally request an incomplete from the instructor prior to the final week of classes. The student must demonstrate that an incomplete is warranted and that they will successfully complete course goals and objectives in an appropriate time frame. A written plan for completing course work must be submitted and approved the final week of classes.

Technology in the Classroom: Laptops could affect your participation grade. I have found that they cause distraction and/or distraction temptation, for both user and nonuser classmates. If you need to utilize a laptop during class due to a (dis)different ability or special circumstance, please let me know. If you choose to take notes on your laptop please keep in mind that at some point during the semester I will ask for a copy of one sessions notes to ensure appropriate use of technology in the classroom is being adhered to. Feel free to doodle, knit, use a stress ball, etc. if you listen best while utilizing kinetic energy, but as a general guideline laptop computers are not allowed in the classroom.

If you must use your cell phone during class time, please make sure the ringer is silenced, and that ALL phone activity (texting included) takes place outside the classroom. Texting inside the classroom will result in the class participation portion of your grade being lowered.

COURSE THEMES WE WILL REPEATEDLY DRAW UPON:

Difference between dialogue, discussion, debate and discourse.

Difference between equity, access and equality.

Difference between empowerment and agency.

Difference between intent and impact.

Difference between action and service *AND* charity work and change work.

Difference between change and progress.

Difference between activism, advocacy, allyhood and solidarity.

Difference between being a change agent and a “fixer”/”do-gooder”/helper/savior.

Difference between a riot, rebellion, revolt, uprising and chaos.

Difference between community organizing, (re)building and development.

ASSIGNMENTS

ASSIGNMENT ONE: SURVEY-This survey is designed to introduce us to each other as class. The information in the survey will be the first step of many in this course in which we seek to understanding our individual backgrounds, experiences and intersecting identities. This process will be vital to making connections between social justice, diversity, and social work.

ASSIGNMENT TWO: WEEKLY QUESTION(S) FORUM

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

- **You’ll post 1 question by 7pm on the Monday before our Tuesday evening class.** These are due for session 2-13 (12 total).
- Think of overarching themes or something that really stood out to you.
- Ask questions you really want us to answer or explore! I will be selecting some of the questions each week to focus our conversation in the classroom.
- Make sure your question is succinct.
- Don’t attempt to answer or justify your own question in your post.
- If it takes more than a breath to read it allowed, keep refining it until you can without losing the key components.
- Careful to not ask overgeneralizing questions.
- Please do not post simple yes or no questions. Work on a question that requires a thoughtful response. Think open ended.

ASSIGNMENT THREE: REFLECTION PAPER I (5-15 pages) - *You will complete a reflection paper using a series of questions listed in the assignment page on Canvas to guide your reflection.*

GRADING RUBRIC	Exemplary	Intermediate	Beginning
Connection to course content	<i>In-depth synthesis</i> of thoughtfully selected aspects of course content. Makes <i>clear</i> connections between what questions are asked and the content.	Uses course content information, definitions, examples in context, and demonstrates a good understanding of and correct application to questions asked.	Uses course content information, definitions, examples out of context, uses “buzz words” <i>with little to no</i> demonstration of

	Uses course content information, definitions, examples in context, and demonstrates an excellent understanding of and correct application to questions asked.		understanding or correct application to questions asked.
Self-disclosure	Seeks to understand concepts by examining <i>openly</i> your own experiences in the past and present to illustrate points you are making. Demonstrates an <i>open, non-defensive ability to self-appraise</i> , discussing both growth and frustrations. Risks asking probing questions about self and seeks to answer these.	Seeks to understand concepts by examining <i>somewhat cautiously</i> your own experiences in the past and present as they relate to the points you are making. Sometimes defensive or one-sided in your analysis. Asks some probing questions about self, but do not engage in seeking to answer these.	<i>Little self-disclosure, minimal risk</i> in connecting concepts from class and personal experiences in the past and present. Self-disclosure tends to be superficial and factual, without self-reflection.
Spelling, grammar, writing style, Citations, APA Format	No spelling or grammar errors, compelling and clear writing. Appropriate Citations.	Few spelling and grammar errors, and/or unclear or inconsistent writing. Missing some citations or inappropriate format	Many spelling and grammar errors, use of incomplete sentences, inadequate proof reading. Not APA Format or missing citations.

ASSIGNMENT FOUR: REFLECTION PAPER II (5-15 pages) - *You will complete a reflection paper using a series of questions listed in the assignment page on Canvas to guide your reflection.*

GRADING RUBRIC	Exemplary	Intermediate	Beginning
Connection to course content	<i>In-depth synthesis</i> of thoughtfully selected aspects of course content. Makes <i>clear</i> connections between what questions are asked and the content. Uses course content	Uses course content information, definitions, examples in context, and demonstrates a good understanding of and correct application to questions asked.	Uses course content information, definitions, examples out of context, uses “buzz words” <i>with little to no</i> demonstration of understanding or

	information, definitions, examples in context, and demonstrates an excellent understanding of and correct application to questions asked.		correct application to questions asked.
Self-disclosure	Seeks to understand concepts by examining <i>openly</i> your own experiences in the past and present to illustrate points you are making. Demonstrates an <i>open, non-defensive ability to self-appraise</i> , discussing both growth and frustrations. Risks asking probing questions about self and seeks to answer these.	Seeks to understand concepts by examining <i>somewhat cautiously</i> your own experiences in the past and present as they relate to the points you are making. Sometimes defensive or one-sided in your analysis. Asks some probing questions about self, but do not engage in seeking to answer these.	<i>Little self-disclosure, minimal risk</i> in connecting concepts from class and personal experiences in the past and present. Self-disclosure tends to be superficial and factual, without self-reflection.
Spelling, grammar, writing style, Citations, APA Format	No spelling or grammar errors, compelling and clear writing. Appropriate Citations.	Few spelling and grammar errors, and/or unclear or inconsistent writing. Missing some citations or inappropriate format	Many spelling and grammar errors, use of incomplete sentences, inadequate proof reading. Not APA Format or missing citations.

ASSIGNMENT FIVE: COMMON INTEGRATIVE FINAL ASSIGNMENT

Integrating and Applying Theory and Perspectives on Social Justice and Oppression

Assignment Objectives:

The integrative final assignment should help students:

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

Description & Purpose:

Students will create a paper or electronic Zine through which they can integrate and reflect on how course components and frameworks relate to each other and can be applied. This can include an analysis of an issue of social justice or the conditions of a marginalized population group, or some other context that allows systematic application of course concepts.

The final project format examples include:

1. A concept map (Zine) + 3 page paper

Core elements of the three page analytic/reflective paper

The three page analytic reflective narrative explains the foci, rationales, and components of the Zine, what is meant to be represented, how it was developed, how course streams and concepts were incorporated, what applications are included, and especially what the student learned by constructing it. Students can also talk about anything they had to leave out, and how they will apply what they learned going forward and will keep learning.

As in all other assignments, the student needs to use and cite explicitly course concepts, readings and activities.

More details about Concept “Maps”.

A concept map is a visual representation of key elements of key concepts and relationships among them. It should represent the four “streams” of the course, and their inter-relationships, plus a three-page narrative that explains and interprets the map (Zine). This is an opportunity to be creative, to incorporate your own interests, goals, and talents, and to have fun with innovative approaches.

There are many resources on the web about concept mapping that can help you to identify core ideas and concepts and how to start making connections among them. Most of these assume that a concept map will be represented two dimensionally. You can add complexity to a two dimensional paper, electronic, or other formats by adding color coding, different styles of lines and figures. You can also be creative in how you divide and use the space, and indicate connections between and among spaces. Also, other forms and formats are possible.

Whichever format you use, it is useful to include a key that explains the meaning of different elements.

In the past, very excellent concept maps have taken many forms.

- **Styles:** They can be very scholarly, mostly comprised of linked terms and explanations without much metaphor, or very metaphoric, applying course concepts in various themes to particular social issues. They can also be developed around a particular event, public person, or practice context.

- **Formats:** They can be on paper or electronic. They can be static, or have components that move (e.g., mobiles, pieces that can be placed in various configurations, parts that overlay each other, or unfold). They can use literal published maps, or physical representations of different spaces and symbols (comparing affluent and poor areas, and/or ethnically rich depictions). Some may include photography, collages and various textures and colors.
- **Size:** They do not need to be large or fancy to be extremely comprehensive and well done. General size of a Zine is 8 ½ by 11 Landscape.
- **Foci:** Some high quality concept maps are very abstract, with quite general applications. Others have assisted their creators to think through particular applications—to one’s home towns, or to Detroit, for instance, to members of one’s family, in particular practice situations or methods (for instance, an IP client, a school social work placement, Asian American families, a particular type of organization or a field of practice or policy arena).

It is useful to brainstorm different ideas, consider what is going to be fun and motivating for you and also allow you to cover the various components, concepts, and skills of the class. Share ideas with your classmates. Consider your time and resource and talents. You may want to run your ideas past me in an initial draft.

Criteria	Excellent: A	Strong; A minus	Basic mastery—B range	Acceptable, C range
Social justice goals and processes	Clear social justice framework(s), w/ goals, processes, well linked to other elements	Social justice frameworks includes, with some linkages to other elements	Some social justice frameworks included, and accurately applied	Has some social justice concepts, but with less understanding of key elements
Barriers to justice—how oppression and privilege are created and sustained	Analysis of multiple mechanisms of oppression, & privilege, across different system levels/contexts	Systematic application of several mechanisms of oppression and privilege,	Identifies some basic elements of oppression and privilege, with examples	Recognizes how power and privilege occur differently
Skills for theorizing & critical conceptual thinking	Accurate use of all major conceptual frameworks, illuminating multiple components, with interconnections	Accurate use of many conceptual frameworks, to identify key components and mechanisms	Accurate use of several conceptual frameworks, with examples	Either use of fewer frameworks, or not always accurate application
Intersectionality, how different positionalities and types of power interact, and are influenced by contexts	Understanding of how different positionalities interact, are affected by power and contexts, and are	Inclusion of several positionalities, sources of difference, with some indication of how they interact	Examples of how multiple positionalities can work together with different consequences with some illustrations	Inclusion of several positionalities, sources of difference, with some indication of how they interact

	relevant in particular issue(s)			
Application to self, critical consciousness	Self awareness of own positionalities, influence of own perspectives and biases—self in the map	Some sense of self, maybe in why the approach, own views	Self and critical consciousness noted as important either in map or analysis	Some sense of self, maybe in why the approach, own views
Social change, and what facilitates change	Illustrations of how change can occur, grounded in analyses	Some sense of change goals, and steps	Change as important element, maybe not well defined	Illustrations of how change can occur, grounded in analyses
Clarity, style, use of citations	Very well written and organized, very clear, citations of most major course concepts	Reasonably clear map, a few citations, explanation clear enough	Map clear and includes major components, some important references	Very well written and organized, very clear, citations of most major course concepts

General assessment criteria for integrative/reflective concept map.

Evaluative criteria include:

- Demonstrated understanding of/ability to apply four streams of knowledge and multiple theories/conceptual frameworks to illuminate intersectionality, justice goals, and barriers to these.
- Scope of concepts used, degree of integration across topics, types of concepts, and different system levels
- Clarity of the work
- Attention to intersectionality, power analysis, and social justice issues across different (or relevant) populations and situations

Course Grading:

Assignment	Points
Assignment One: Survey	5
Assignment Two: Weekly Question Forum	45
Assignment Three: Reflection Paper One	50
Assignment Four: Reflection Paper Two	50
Assignment Five: Common Integrated Final Assignment “Concept Map” = Zine	50
TOTAL POINTS	200

Grading Scale

A+ 197 -200	A 193 - 196	A- 189 -192	B+ 185 - 188	B 181 - 184
B- 177 - 180	C+ 173 - 176	C 169 - 172	C- 165 - 168	D <164

Course Outline

The course outline is subject to change at any point in the semester with notice

Session #1 (Tuesday, September 5th)

- Welcome (honor the land, the people, the place)
- Activity - Introductions, Names/Pronouns, Mini-Vision Boards for the course
- Activity - Generative Listening
- Activity - Emergent/Collective Topics for the Course
- Lecture - Course Overview/Introduction to Course Foundations-Social Work Theory & Social Justice/Praxis/Critical Thinking/NASW Code of Ethics
- Syllabus Review
- Overview - Survey Due by noon on 9/10/2017
- Turn-in Reflection Sheets

Handouts:

Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #1:

- SW504 Course Syllabus

OPTIONAL READINGS, VIDEOS, PODCAST FOR SESSION #1:

- NASW Code of Ethics <https://www.socialworkers.org/pubs/code/code.asp>

Session #2 (Tuesday, September 12th):

- Overview of Day's Agenda
- Presentation - Who We Are (results from survey)
- Lecture - Intersectionality/Power/Privilege/Social Justice
 - Theories: Structural Role Theory/Role Stress
- Introduction to Guidelines for Dialogue/Microaggression/White Fragility/CLAIM
- Activity - Emergent Guidelines for Learning Together
- Turn-in Reflection Sheets

Handouts:

Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #2:

- Collins, P., & Bilge, S. (2016). *Intersectionality*. Polity Press, Cambridge UK. Chapters 1, 3, and 5.

- Video:https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en
- <https://medium.com/@ladysinrayda/righteous-callings-being-good-leftist-orthodoxy-and-the-social-justice-crisis-of-faith-ad89ee4f5b33>
- Tone Policing
- Lorde, A. (1987). The uses of anger: Women responding to racism. *Women and Language*, 11(1), 4. Retrieved from <http://proxy.lib.umich.edu/login?url=https://search-proquest-com.proxy.lib.umich.edu/docview/198873436?accountid=14667>
- Hughey, M. W., Rees, J., Goss, D. R., Rosino, M. L. and Lesser, E. (2017), Making Everyday Microaggressions: An Exploratory Experimental Vignette Study on the Presence and Power of Racial Microaggressions. *Sociol Inq*, 87: 303–336. doi:10.1111/soin.12167

OPTIONAL READINGS, VIDEOS, PODCASTS FOR SESSION #2:

- DiAngelo, R. (2011). *White Fragility*. *International Journal of Critical Pedagogy*, Vol 3 (3) pp 54-70
- Kegler, A. (2016). *The Sugarcoated Language Of White Fragility*. *Washington Post*, http://www.huffingtonpost.com/anna-kegler/the-sugarcoated-language-of-white-fragility_b_10909350.html
- Tatum, B. (1997) *Why Are All the Black Kids Sitting Together in the Cafeteria? and Other Conversations About Race*. Chpt. 6. New York: BasicBooks.

Session #3 (Tuesday, September 19th)

- Overview of Day's Agenda
- Lecture - Diversity/Difference/Supremacy/Oppression - Race
 - Definitions
 - Social Construction/Systemic Power/Social Justice
 - Theory - Critical Race Theory/Anti-Racist Framework
 - Connection to relevant Emergent Topic(s)
- Activity - Redistributing Voices Activity
- Activity - Culture Shock - Headline Match (Intro Symbolic Interaction Theory)
- Turn-in Reflection Sheets

Handouts:

Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #3:

- Brodtkin, K. (1998). *How Jews Became White Folks: And What That Says About Race in America*. Rutgers University Press.

- Delgado, D. (2016). 'And You Need Me to Be the Token Mexican?': Examining Racial Hierarchies and the Complexities of Racial Identities for Middle Class Mexican Americans. *Critical Sociology* 2016, Vol. 42(4-5) 679-698
- Harvey, R., Tennial, R., & Hudson Banks, K. (2017). *The Development and Validation of a Colorism Scale*. *Journal of Black Psychology*. First published date: February-09-2017
- Maiter, S. (2009). *Using an Anti-racist Framework for Assessment and Intervention in Clinical Practice with Families from Diverse Ethno-racial Backgrounds*. *Clin Soc Work J* (2009) 37:267-276
- Mullaly, B. (2010). *Challenging Oppression and Confronting Privilege*. Oxford University Press. Chapter 2, pages 34-63.
- Ta-Nehisi, C. (2015). *Between the World and Me*. The Text Publishing Company. Pages 5-12.
- ent-at-standing-rock-was-decades-in-the-making/
- Video-(Example of Heterogeneity w/in oppressed groups going unrecognized by dominant culture in order to justify oppression) *What It's Like Being Muslim in America*
<https://www.youtube.com/watch?v=Or68ISGdLQM>
- <https://www.pambazuka.org/governance/black-people-can%E2%80%99t-be-racist>
- Climate Justice Meets Racism:
<https://indiancountrymedianetwork.com/news/politics/climate-justice-meets-racism-this-mo>
- Environmental Racism - Interview with Prof. Robert Bullard, the "father of environmental justice" <http://www.loe.org/shows/segments.html?programID=16-P13-00005&segmentID=3>

OPTIONAL READINGS, VIDEOS, PODCAST FOR SESSION #3:

- http://www.huffingtonpost.com/entry/this-blm-meditation-can-help-people-cope-with-the-tiring-cycle-of-oppression_us_59089aade4b0bb2d0871e5ac
- https://tonic.vice.com/en_us/article/d7pa5j/why-i-left-my-white-therapist
- I.N.C.I.T.E. Madness and Oppression Guide
- <http://www.incite-national.org/home>
- Rothenberg, P. (2014) Race, Class, and Gender in the United States. 9th Edition: Excerpt from Bonilla-Silva, E. (2001). *Color-Blind Racism*. Pages 133-140.

Session #4 (Tuesday, September 26th):

- Overview of Day's Agenda
- Lecture - Diversity/Difference/Supremacy/Oppression - Class
 - Definitions
 - Social Construction/Systemic Power/Social Justice
 - Theories - Marxist/Structural Functional
 - Connection to relevant Emergent Topic(s)
- Activity - Redistributing Voices
- Activity - Culture Shock - Headline Match

- Turn-in Reflection Sheets

Handouts:

Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #4:

- Rothenberg, P. (2014) Race, Class, and Gender in the United States. 9th Edition: Excerpt from Mantsio, G. (2012). *Class in America - 2012*. Pages 189-207.
- Rothenberg, P. (2014) Race, Class, and Gender in the United States. 9th Edition: Excerpt from Drum, K. (2011). *Rich People Create Jobs! And Five Other Myths That Must Die for Our Economy to Live*. Pages 337-345.
- Rothenberg, P. (2014) Race, Class, and Gender in the United States. 9th Edition: Excerpt from Lareau, A. (2011). *Unequal Childhoods: Class, Race, and Family Life*. Pages 180-186.
- Stiglitz, J. (2013). *The Price of Inequality*. Norton Paperback, NY, pages 35-64
- <https://www.revealnews.org/episodes/after-the-bubble-burst/>
- SW504 EdX Jamie Mitchell w/ Dr. Laura Lein

OPTIONAL READINGS, VIDEOS, PODCAST FOR SESSION #4:

- <http://www.npr.org/2016/07/07/484941939/a-portrait-of-americas-middle-class-by-the-numbers>
- <http://www.bridgemi.com/children-families/how-michigan-games-welfare-work-system>
- <http://www.npr.org/2016/08/22/490245470/20-years-since-welfares-overhaul-results-are-mixed>

Session #5 (Tuesday, October 3th):

- Overview of Day's Agenda
- Lecture - Diversity/Difference/Supremacy/Oppression - Religion
 - Definitions
 - Social Construction/Systemic Power/Social Justice
 - Theories - Structural Functional/Structural Role
 - Connection to relevant Emergent Topic(s)
- Activity - Redistributing Voices
- Activity - Culture Shock - Headline Match
- Turn-in Reflection Sheets

Handouts:

Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #5:

- Todd, J. (2010). *Confessions of a Christian Supremacist*. Reflection.

- Deloria, V. (1994). *God Is Red: A Native View of Religion*. Fulcrum Publishing, Colorado. Chapter 15: The Aboriginal World and Christian History.
- <https://www.theatlantic.com/politics/archive/2016/04/the-strange-career-of-free-exercise/476712/>
- <https://www.thisamericanlife.org/radio-archives/episode/534/a-not-so-simple-majority>

OPTIONAL READINGS, VIDEOS, PODCAST FOR SESSION #5:

- <https://www.aclu.org/other/your-right-religious-freedom>
- <http://www.lohud.com/story/news/local/rockland/2017/04/21/state-rescinds-approval-east-ra-mapo-school-district-budget/100762738/>
- <https://www.theatlantic.com/politics/archive/2017/05/religious-freedom-executive-order/525354/>
- http://www.huffingtonpost.com/2015/06/10/michigan-adoption-bill-lgbt-parents_n_7553952.html

Session #6 (Tuesday, October 10th):

- Overview of Day's Agenda
- Lecture - Diversity/Difference/Supremacy/Oppression/Misogyny(noir) - Gender/Sexuality
 - Definitions
 - Social Construction/Systemic Power/Social Justice
 - Theories - Structural Functional/Feminist/Queer
 - Connection to relevant Emergent Topic(s)
- Activity - Redistributing Voices
- Activity - Culture Shock - Headline Match
- Turn-in Reflection Sheets

Handouts:

Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #6:

- Macías, K. (2015). *Sisters in the Collective Struggle: Sounds of Silence and Reflections on the Unspoken Assault on Black Females in Modern America*. Cultural Studies-Critical Methodologies. Vol 15, Issue 4, pp. 260 - 264.
- Nagoshi, J. L., Nagoshi, C. T. (2014). *Gender and Sexual Identity: Transcending Feminist and Queer Theory*. Chpt. 2. New York, NY: Springer New York.
- Nagoshi, J. L., Nagoshi, C. T. (2014). *Gender and Sexual Identity: Transcending Feminist and Queer Theory*. Chpt. 5. New York, NY: Springer New York.
- Sexuality and Disability: Forging Identity in a World that Leaves You Out | Gaelynn Lea | TEDxYale- <https://www.youtube.com/watch?v=akGYugciSVw>
- Two Spirit (Injuniuty) <https://www.youtube.com/watch?v=iDyaknNmg28>

- Vice - Raised without Gender - <https://www.youtube.com/watch?v=4sPj8HhbWGs>
- Remembering Stonewall Interview
<http://99percentinvisible.org/episode/remembering-stonewall/>

- Wortham, J. (2016). When Everyone Is Queer, Can Anyone Be? New York Times

OPTIONAL READINGS, VIDEOS, PODCAST FOR SESSION #6:

- TSER LGBTQ+ Definitions
- LGBTQ+ Terminology
- <https://stonewallhistory.omeka.net/resources>

(Tuesday, October 17th): No Class - Fall Break

Session #7 (Tuesday, October 24th):

- Overview of Day's Agenda
- Lecture - Diversity/Difference/Supremacy/Oppression - Ability
 - Definitions
 - Social Construction/Systemic Power/Social Justice
 - Theories - Social Darwinism/Social Constructionism/Marxism/Feminist
 - Connection to relevant Emergent Topic(s)
- Activity - Redistributing Voices
- Activity - Culture Shock - Headline Match
- Turn-in Reflection Sheets

Handouts:

Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #7:

- Watson, N. (2012). Routledge handbook of disability studies. Chpt. 02. New York: Routledge.
- Watson, N. (2012). Routledge handbook of disability studies. Chpt. 15. New York: Routledge.
- Watson, N. (2012). Routledge handbook of disability studies. Chpt. 27. New York: Routledge.
- Watson, N. (2012). Routledge handbook of disability studies. Chpt. 28. New York: Routledge.
- Vice - Neurotypical/Autism - (video will be posted if released)

Session #8 (Tuesday, October 31st): **Reflection I Due on Canvas by 6pm**

- Overview of Day's Agenda
- Lecture - Diversity/Difference/Supremacy/Oppression - Citizenship/Settler Colonialism
 - Definitions
 - Social Construction/Systemic Power/Social Justice

- o Theories - Critical Race Theory/Assimilation Theory/Symbolic Interaction Theory
- o Connection to relevant Emergent Topic(s)
- Activity - Redistributing Voices
- Activity - Culture Shock - Headline Match
- Turn-in Reflection Sheets

Handouts:

Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #8:

- E. Tuck & K.W. Yang (2012c) Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*. Vol. 1, No. 1, 2012. Pages 1-28.
- Young, J. G. (2017). Making america 1920 again? nativism and US immigration, past and present. *Journal on Migration and Human Security*, 5(1) Retrieved from <http://proxy.lib.umich.edu/login?url=https://search-proquest-com.proxy.lib.umich.edu/docview/1931263153?accountid=14667>
- García SJ. (2017). *Bridging critical race theory and migration: Moving beyond assimilation theories*. *Sociology Compass*. 2017;11:e12484.
<https://doi-org.proxy.lib.umich.edu/10.1111/soc4.12484>
- Shoeb, M., Weinstein, H., Halpern, J. (2007). *Living in Religious Time and Space: Iraqi Refugees in Dearborn, Michigan*. *Journal of Refugee Studies*, Volume 20, Issue 3, 1 September 2007, Pages 441-460, <https://doi-org.proxy.lib.umich.edu/10.1093/jrs/fem003>
- Zayas, L., & Gulbas, L. (2017). Processes of Belonging for Citizen-Children of Undocumented Mexican Immigrants. *Journal of Child and Family Studies*. September 2017, Volume 26, Issue 9, pp 2463-2474
- <https://www.thisamericanlife.org/radio-archives/episode/600/will-i-know-anyone-at-this-party>
(Listen to Act One)
- <https://www.revealnews.org/episodes/no-country-for-sanctuary-seekers/>
- <https://www.revealnews.org/episodes/trial-and-terror/>

OPTIONAL READINGS, VIDEOS, PODCAST FOR SESSION #8:

- Martin, Susan F., and Elizabeth Ferris. "US leadership and the international refugee regime." *Refuge*, Spring 2017, p. 18+. Expanded Academic ASAP, go.galegroup.com.proxy.lib.umich.edu/ps/i.do?p=EAIM&sw=w&u=lom_umichanna&v=2.1&it=r&id=GALE%7CA491909267&sid=summon&asid=afd9da2ea4fc6568702c9dc3fa4aab9d. Accessed 2 Sept. 2017.

Session #9 (Tuesday, November 7th):

- Overview of Day's Agenda
- Book Club - 1967 Part One "The Event"

- Book Club - 1967 Part Two “An Interpretation of the Event” & “Epilogue”
- Activity - Carousel Brainstorm - Kerner Commission Report - Transformative Justice
- Turn-in Reflection Sheets

Handouts:

Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #9:

- Locke, H. (1969). *The Detroit Riot of 1967*. Wayne State University Press, Detroit, Michigan 2017 re-issue. Pages 10 - 157
- <http://michiganradio.org/post/what-it-was-be-young-black-police-officer-detroit-during-1967-rebellion>
- Kerner Commission's Report Summary 1968
- <http://michiganradio.org/post/kerner-commission-and-why-its-recommendations-were-ignored>

Session #10 (**Tuesday, November 14th**):

- Overview of Day’s Agenda
- Book Club Two - 50 Year Rebellion - Introduction with Chapters 1, 2, & 3
- Lecture
- Activity - Redistributing Voices
- Activity - Generative Listening
- Activity - Culture Shock - Caption This
- Turn-in Reflection Sheets

Handouts:

Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #10:

- Kurashige, S. (2017). *The Fifty-Year Rebellion: How the U.S. Political Crisis Began In Detroit*. University of California Press, Oakland, California. Pages 1 - 73
- <http://michiganradio.org/post/ashes-hope-overcoming-detroit-riots>

Session #11 (**Tuesday, November 21st**):

- Overview of Day’s Agenda
- Book Club Two - Fifty-Year Rebellion - Chapters 4, 5, 6, & Conclusion
- Guest Speaker- Scott Kurashige
 - Author of the Fifty-Year Rebellion and Professor of American and Ethnic Studies at the University of Washington Bothell will join us by Web Conference for a one-hour Q&A
- Activity - Generative Listening
- Activity - Culture Shock - Caption This
- Turn-in Reflection Sheets

Handouts:
Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #11:

- Kurashige, S. (2017). *The Fifty-Year Rebellion: How the U.S. Political Crisis Began In Detroit*. University of California Press, Oakland, California. Pages 74 - 94

Session #12 (Tuesday, November 28th): Reflection Paper II Due on Canvas by 6pm

- Overview of Day's Agenda
- Lecture - Social Justice/Transformative Justice/Social Action/Allyship
- Presentation - History of Zine Making, Zine's Today
- Instructions for Final Assignment - Concept Map = Zine
- Activity - Culture Shock - Headline Match
- Turn-in Reflection Sheets

Handouts:
Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #12:

- AORTA Zine
- Accomplices Not Allies - Indigenous Action Media
- <https://trumbullplex.org/zine-library/>
- Kelly, E. L. (2012). *Philly Stands Up: Inside the Politics and Poetics of Transformative Justice and Community Accountability in Sexual Assault Situations*. *Social Justice*; 2011/2012; 37, 4; Alt-Press Watch (APW)
- Philly Stands Up - Transformative Justice <https://www.youtube.com/watch?v=8AEePTJyPLg>
- I.N.C.I.T.E. Community Accountability Informative Handout

OPTIONAL READINGS, VIDEOS, PODCAST FOR SESSION #12:

- <http://www.incite-national.org/home>
- A Cost-Benefit Analysis of Hollow Water's Community Holistic Circle Healing Process <https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/cst-bnft-hllw-wtr/index-en.aspx>

Session #13 (Tuesday, December 5th):

- Overview of Day's Agenda
- Social Justice in Practice Everyday - Bystander Intervention Training with Hollaback Detroit
- Activity - Carousel Brainstorm - Application of Social Action in Social Work Scenarios
- Turn-in Reflection Sheets

Handouts:
Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #13:

- <https://detroit.ihollaback.org/about/>
- <https://www.ihollaback.org/resources/bystander-resources/>
- Coker, Ann L, Bush, Heather M, Fisher, Bonnie S, Swan, Suzanne C, Williams, Corrine M, Clear, Emily R, DeGue, Sarah. (2016). *Multi-College Bystander Intervention Evaluation for Violence Prevention*. American Journal of Preventive Medicine Vol. 50, Issue 3. Date: March 2016 Pages: 295-302.

OPTIONAL READINGS, VIDEOS, PODCAST FOR SESSION #13:

- Orchowski, L., Berkowitz, A., Boggis, J., Oesterle, D., (2016). *Bystander Intervention Among College Men The Role of Alcohol and Correlates of Sexual Aggression*. Journal of Interpersonal Violence. Vol 31, Issue 17, pp. 2824 - 2846
- Decker, K., Hensel, D., & Fasone, L. (2016). Outcomes of a Bystander Intervention Community Health Service-Learning Project. Nurse Educator. Issue: Volume 41(3), May/June 2016, p 147-150.

Session #14 (Tuesday, December 12th): Last Class Potluck and Zine Share

- Overview of Day's Agenda
- Zine Share and Potluck
- Course Closing - Appreciations and Gratitude Activity
- Turn-in Reflection Sheets

Handouts:

Reflection Sheets