



Course title:	Diversity and Social Justice in Social Work	
Course #/term:	[SW 504], [Fall, 2018]	
Time and place:	[Section 007], [Tuesday], [9:00 AM – 12:00 PM], [Room #2629] [Section 008], [Tuesday], [2:00 PM – 5:00 PM], [Room #2629]	
Credit hours:	3	
Prerequisites:	None	
Instructor:	[Justin Hodge, LMSW]	
Pronouns:	[he, him, his]	
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	You may expect a response within 24 hours	
Office:	[2663 SSWB]	
Office hours:	By appointment	

1. Course Statement

Course Description

This required foundation course is designed to increase students' awareness, knowledge, and critical skills related to diversity, human rights, social and economic justice. The topics of this course include developing a framework for 1) engaging diversity and differences in social work practice and 2) advancing human rights and social and economic justice. We will explore the knowledge base that underlies skills needed to work towards justice. These include types and sources of power, multiple social locations, social constructions, social processes, social identities, conflicts, and how all these interact. A major emphasis is on developing skills in critical contextual thinking and analyses, and in praxis, learning to use knowledge and theory to recognize and critique underlying assumptions and paradigms, and inform working for change. Multiple kinds of boundaries are especially important—across groups, between organizations and system levels, and within and between people, related to intersecting social locations.

Course Content

Students will actively explore how societal power and diversity characterize and shape the human experience, and are critical to the formation of social structures, cultural understandings, group and organizational processes, and identities. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. In this course, students will learn how current experiences of privilege and oppression are shaped by historical forces, societal structures, social constructions, group and interpersonal processes, and human understandings, including an understanding of the institutional, organizational, policy, and socio-cultural arrangements that contribute to them. Additionally, this foundation course will explore formulations of human rights, including positive rights, and negative conditions that need to be eradicated. This course also studies how social justice and injustice occur in organizations, institutions, and society, relevant theories that can inform work for justice (e.g., critical race theory, and components of many theories), and how mechanisms of oppression and privilege work (e.g., marginalization, exploitation, violence, cultural hegemony, and powerlessness).

Course Objectives

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

1. Describe community and organizational work for social change.
2. Demonstrate knowledge and skills for working for justice, enacting critical consciousness, and engaging and addressing issues of power and diversity. (4.2, 4.3, 4.6, 4.7)
3. Describe the dynamics of difference and dominance/oppression 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)

Course Design

This class will strive to foster a learning environment where each student can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources of their beliefs and perspectives. This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. It involves lectures, video, and participation in experiential activities. Additionally, this course will provide a forum to critically examine how our multiple status locations, societal constructions, and social processes shape our beliefs, assumptions, behaviors, and life experiences. Special attention will also be given knowledge about justice and change, and principles of change towards justice.

Theme Relation to Multiculturalism & Diversity

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

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

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

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

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.

2. Class Requirements

a. Text and class materials

The following book are required for this course:

Lupia, A. (2016). *Uninformed: Why people know so little about politics and what we can do about it*. New York, NY: Oxford University Press.

I will place additional required readings in the "Readings" section on Canvas, arranged by date. Students are expected to have completed all assigned readings prior to class.

In addition to Canvas Readings, we will regularly discuss current events. I encourage you to stay up to date on local, state, and federal issues. I will also share articles that we will discuss in detail in class.

Readings may be changed due to visits by guest lecturers, special circumstances, and student needs. I will aim to make any changes to readings two weeks in advance.

b. Class schedule

Topics may be modified throughout the course, but ample notice will be provided. Refer to Canvas for the most updated class schedule.

Date/Time	Agenda	Required Readings
Week 1 9/4/18	<ul style="list-style-type: none"> • Introductions & Course Overview 	<ul style="list-style-type: none"> • Syllabus
Week 2 9/11/18	<ul style="list-style-type: none"> • Lecture & Discussion • <i>Voting is Social Work Activities</i> 	<ul style="list-style-type: none"> • Text: Chapters 1, 2, 3
Week 3 9/18/18	<ul style="list-style-type: none"> • Lecture & Discussion • <i>Voting is Social Work Activities</i> 	<ul style="list-style-type: none"> • Text: Chapters 4, 5
Week 4 9/25/18	<ul style="list-style-type: none"> • Lecture & Discussion • <i>Voting is Social Work Activities</i> 	<ul style="list-style-type: none"> • Text: Chapters 6, 7
Week 5 10/2/18	<ul style="list-style-type: none"> • Lecture & Discussion • <i>Voting is Social Work Activities</i> 	<ul style="list-style-type: none"> • Text: Chapters 8, 9
Week 6 10/9/18	<ul style="list-style-type: none"> • Lecture & Discussion • <i>Voting is Social Work Activities</i> 	<ul style="list-style-type: none"> • Text: Chapters 10, 11
Week 7 10/16/18	FALL STUDY BREAK – NO CLASS	
Week 8 10/23/18	<ul style="list-style-type: none"> • Lecture & Discussion • Assignment Discussion • CRLT Mid-Semester Feedback Session • <i>Voting is Social Work Activities</i> 	<ul style="list-style-type: none"> • Text: Chapters 12, 13

Week 9 10/30/18	<ul style="list-style-type: none"> • Lecture & Discussion • Pre-Election Discussion • <i>Voting is Social Work</i> Activities 	<ul style="list-style-type: none"> • Text: Chapters 14, 15
Week 10 11/6/18	ELECTION DAY – NO CLASS	
Week 11 11/13/18	<ul style="list-style-type: none"> • Lecture & Discussion • Post-Election Discussion 	<ul style="list-style-type: none"> • Text: Chapter 16
Week 12 11/20/18	<ul style="list-style-type: none"> • Lecture & Discussion 	<ul style="list-style-type: none"> • Text: Chapter 17
Week 13 11/27/18	<ul style="list-style-type: none"> • Lecture & Discussion 	<ul style="list-style-type: none"> • Text: Chapter 18
Week 14 12/4/18	<ul style="list-style-type: none"> • Lecture & Discussion 	<ul style="list-style-type: none"> • Text: Chapter 19
Week 15 12/11/18	<ul style="list-style-type: none"> • Debrief • Assignment Discussion 	

c. Assignments

Assignment instructions and rubrics will be posted on Canvas. The *Voting is Social Work* project is composed of several assignments, class attendances, and participation.

Assignment	Due date	Percent of overall grade
Social Justice & Diversity Exploration	10/14/18 by 11:59 PM	20%
Social Justice & Diversity Capstone	12/16/18 by 11:59 PM	30%
Voting is Social Work Project	Various	50%

d. Attendance and class participation

I understand that some absences are unavoidable, and I respect student's professional and personal judgments in this area. However, missing class negatively impacts both your own learning as well as the learning of others. If you must miss class, please speak with me so that we can make appropriate arrangements. Excessive absences will result in a grade reduction.

e. Grading

Letter grades will be allocated as follows:

97-100	A+	77-79	C+
93-96	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
		<60	E

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*