



<b>Course title:</b>	Diversity and Social Justice in Social Work
<b>Course #/term:</b>	SW504, Section 010, Winter 2018
<b>Classroom:</b>	2752 SSWB
<b>Time and place:</b>	Tuesday's 9:00 a.m. – 12:00 p.m
<b>Credit hours:</b>	3
<b>Prerequisites:</b>	None
<b>Instructor:</b>	Julie D. Cushman, LMSW, ACSW, CAADC (address me as Julie)
<b>Pronouns:</b>	She/her/hers
<b>Contact info:</b>	Email: jcushman@umich.edu Phone: 734-845-0867 You may expect a response within 24-48 hours
<b>Office:</b>	2798 SSWB
<b>Office hours:</b>	Tuesday's, 12-2 and by appointment

## 1. COURSE STATEMENT

### **a. 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.

### **b. 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).

### **c. Course competencies and objectives:**

This course addresses **Competency 4: Engage Diversity and Difference in Practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors and positionalities including age, class, color, culture, disability, ethnicity, gender, gender identity

and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

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

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

#### **d. Course Design: Pedagogical Approach & Teaching Philosophy**

This course employs an adult learning philosophy to promote and integrate both classroom and individual learning experiences. This style of learning relies on the full participation and contributions of everyone in order to reach our highest potential as a group. This course will rely heavily on assigned readings, homework, activities, classroom discussions, group activities, and critical analysis and thoughtful, reflective dialogue about privilege, oppression, diversity, and social justice as it relates to social work practice. Class sessions will also include some skill building activities and a variety of assignments (oral, written, presentations and group work). 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. Attention will also be given to knowledge about social justice and change, and principles of change toward social justice with diverse populations. I rely on you (as adult learners) to set your own learning goals, and to let me know if some discussion or clarification of readings in class would be useful.

1. Your learning will be directly correlated with the effort you expend in taking responsibility for your own goals and agendas.
2. **We will discuss many of the readings, but I will not review them all in class, although I will look for evidence that you have done all the readings in your assignments**
3. You need to take responsibility for letting me know if some discussion of a particular reading or concept would be useful or interesting, if you have a question or aren't sure you see the relevance of something.

#### **e. Relationship of the Course to Curricular Themes:**

- *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 and Social Change:* 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.

#### **f. Relationship of the Course to Social Work 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.

#### **g. 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 and economic justice?
  - What theories and assumptions underlie different formulations of justice?
  - What do we know about what creates and sustains socially and economically just situations, contexts, practices?
  - What makes for competent, resilient, and socially and economically 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?
  - What helps a person to be prepared to engage in "doing justice" in social work practice?
- What are the differences among approaches to practice (change) defined as a) multicultural, culturally competent; b) anti-oppressive; and/or c) pro-justice. What are potential tensions/conflicts, and/or connections among these?
- What can critical social and intersectionality frameworks contribute to understanding and working towards justice and diversity?

- 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?
  - What explains social behavior? How are micro and meso 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.]
  - What creates and sustains inequalities, injustice, oppression, privilege? Why are some positionalities (e.g., 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?
  - 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)
  - How do 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)
  - What’s the role of government (the State) in funding and regulating behavior and social institutions, maintaining or reducing inequality?
10. How have and do micro, meso, 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?
11. 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, within larger social contexts and power struggles

## **2. CLASS REQUIREMENTS**

**a. Text and class materials:** There is no required textbook for this course. This course draws from several chapters in a textbook, by Bob Mullaly, (2010) *Challenging oppression and privilege*, 2nd Ed, Oxford University Press, and required articles, all available on CANVAS at least 3 weeks in advance of when they are due. By the end of September, I plan to have all required readings posted on CANVAS. Additionally, I will also post optional readings/additional supplements that may be of interest and/or to

assist with course assignments. These readings are integrated into each weeks lecture topic and may be supplemented by handouts and/or other readings provided in class. In a couple of classes, you might be in a group responsible for explaining and applying key concepts from 1-2 articles.

This course will also include supplemental videos and social media to enhance and support your learning experience.

It is highly recommended you obtain a binder to organize the tools/handouts you will be given throughout this course.

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.

In addition there are assigned and/or shown in class modules/videos via EdX.org. You will have to create a free account. Go to <https://www.edx.org/> and click register and then search for the course titled Diversity and Social Justice. This is an online course developed by Prof. Jamie Mitchell. You may view as much of the course as you like, but will only be required to view the modules on the class schedule. This account will also give you access to hundreds of other courses from around the country.

**How I organize the CANVAS site:** When you sign onto the course site, the module page is displayed. I organize the course using modules-one module for each class session (labeled with the week number and the date of the session-ex/ Week 1: 9/4). For each weeks module the required readings are first, followed by the PPT and any supplemental handouts/readings/or exercises). There is separate module, for assignment explanations and resources, labeled assignments and other separate modules for optional readings/other resources, mid-semester course evaluation, etc)

**b. Class Schedule: This is at the end of this syllabus document**

**c. Assignments:**

There are 4 graded assignments for this course, and various homework assignments along with the expectation of class participation. A brief description of assignments and tentative due dates follows. A more detailed description of each assignment will be handed out in class. These due dates have been noted on the class schedule in **Bold** letters.

Reflective Analysis/Analytic Reflection papers-**due 10/2/18** (10%) **and 11/27/18** (15%)

There will be 2 reflective analysis papers. The first one, all students will be doing on the same topic. The second paper you will pick a social issue or a group of people that have been the target of subjugation and/or domination by social structures and who typically experience biases/social exclusion and choose one topic from the choices given. Each of these should draw on concepts from the readings and other aspects of the course (and cite their origins).

Assignment 1-Reflective Analysis 1: Yourself, Conflict & Analytic Perspectives: (Individual)-**due 10/2/18 (10%)** Think about your own life, experiences and intersectionality journey's, in different environments and contexts over time, in connection with our readings and class activities. Consider core concepts about social work and various communities relevant for you—of place, interest, and identity—and their influences on you and others and implications for you as a social worker.

Assignment 3-Reflective Analysis 2: (Individual or Group) (15%)-**DUE 11/27/18**

1. Social Issue Analysis
2. Working & Theorizing for Change

Assignment 2: Teaching a theory to the class. (Group Project) - **Due 10/23/18-11/13/18 (25%)**

This assignment involves learning about and teaching a theory for critical contextual analyses, planning, and considering implications for practice and change for social justice. This is a group project, completed with 3 to 5 other students in which you will choose and investigate a theory, share your learning with the

rest of the class, and reflect on your learning and group processes. We will begin this in a couple of weeks, and will continue with sessions throughout the course, concluding by mid-November.

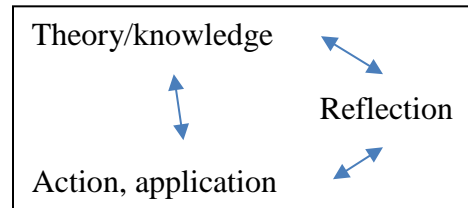
**Assignment 4: Concept Map -Due date 12/11/18 (25%)**

A concept map is a visual representation of key concepts and relationships among them. It is intended to help you to integrate and think about how you will use elements of this course as a whole. You will share them with your classmates during the last two weeks of the course. The assignment includes the map itself, plus an up to three-page explanation/analysis of it (using course concepts and citations).

Assignment	Due Date	Percentage	Rationale/ Objective
Assignment 1: Reflective Analysis 1	10/2/18	10%	1 & 8
Assignment 2: Teaching a Theory to the class (group)	10/23/18, 10/30/18, 11/6/18 & 11/13/18	25%	3,4, 5, 6 & 7
Assignment 3: Reflective Analysis 2 (Individual or Group)	11/27/18	15%	1,2,4,7, & 8
Assignment 5: Concept Map	12/3/18	25%	2,3,4,5,6
Class participation	Every class & Readings/Homework	25%	1-8

The assignments in this course are designed to build on each other and over time. Integrating on reflective and reflexive processes, Freire called praxis—an iterative set of sequences, moving back and forth between theorizing and drawing on existing knowledge and theory, acting by applying that theory/knowledge and generating new knowledge and theory from that action. Reflection is a major way that one moves from action

to knowledge generating and applying and back to action. Interacting with others is a critical ingredient during these reflective and reflexive processes—having diverse others give one feedback about ones work and ideas, comparing and contrasting experiences in order to understand one’s life, work, skills and knowledge and how these connect with larger societal components and mechanisms. A major goal is to exert agency about one’s learning and to make change in one’s world, and perhaps the world in general.



Learning and being proactive about this learning is hugely strengthened by systematic application of praxis—looking for examples of course concepts in your experiences, looking for connections across elements, using course concepts to help you to understand your experiences, and figuring out how to organize and apply key elements of the course for yourself. It also builds in theorizing together and application in group and interactive processes (in which you can give and receive feedback about each other’s work and ideas)—in the classroom, with the instructor, and in groups.

Because of learning goals or key aspects of your identities, or where you are in the learning objectives of this course you may want to propose a modification of an assignment to meet your goals or interests better. Lots of options are possible if I know what you need or want, but we must discuss these ahead of time so I can be sure that what you propose is consistent with course objectives. Please don’t assume that an altered assignment will be acceptable without discussing it with me, so we can be sure that it meets course objectives and is fair for all given course criteria.

**d. Attendance and participation:** : Reference link to the general Policy on Class attendance in the MSW Student Guide is- <https://ssw.umich.edu/msw-student-guide/section/1.09.00/17/policy-on-class-attendance>.

Specific to this course, class attendance and participation are very important in this class. Attendance and participation are **25%** of the final grade. Attendance and how engaged you are will be monitored throughout the semester. Students are expected to attend and to be prepared to take part in each class session. This includes completing assigned reading, being prepared to facilitate discussion on reading(s) and/or assigned activities (such as survey's, self-reflection assessments, vignettes, etc) prior to class, to reference for informed class participation, attending class on time, and participating in all class discussions and activities and group assignments. Class attendance is important for you to keep up with course work. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion.

It is expected that students will attend **all classes, for the entire three hours** however, you are granted two absences for legitimate and/or special reasons. Legitimate absences include those due to health problems that can be documented, unanticipated family emergencies and observance of religious holy days. Excused absences will only be granted with documentation (i.e. a doctor's note or other proof of an emergency situation and/or my *prior* approval). Missing three classes will reduce your final grade; one-half grade (e.g. an A would be reduced to an A-) and each additional absence will reduce your final grade an additional half grade. Excessive absences (more than 3) may result in failure of the course. If students miss more than 2 class sessions, they must schedule a meeting with the instructor to discuss their attendance and a plan of action to not miss anymore classes.

Coming to or leaving class mid-way is considered an absence. As adult learners, I expect you to make appropriate decisions about attending class, this includes coming to class late and leaving class mid-way. Any absences or tardiness should be discussed directly with the instructor and it is the student's responsibility to obtain any notes, materials, handouts or exercises from the missed session from one of your classmates and make arrangements to complete class work, which is missed.

Please be cognizant of the disruptive nature of coming to class late. If you are delayed, please enter the classroom as quietly as possible and wait until break to catch up with what is going on.

Your participation grade includes ability to discuss ideas with colleagues in a respectful manner, engage in reflective learning, and the sharing of your experiences, current events or literature specific to the material being discussed and demonstration that required readings, modules, homework and other (survey's, vignettes) class learning have been completed by sharing and asking relevant questions in class. I encourage you to be actively present during class, students not participating and/or who are using electronic devices not related to class activities will see the impact in their grade.

Assessment of your participation does not depend solely on the quantity of your involvement in class discussion and class exercises, but also on the quality of your contributions.

Use the following criteria for assessing your participation in class

- Frequency of participation in class: Student initiates contributions in class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute. Student does not comment overzealously or to the exclusion of other learners.
- Quality of comments: Comments are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.
- 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.

### e. Grading

Expectations for assignments

- Written assignments should demonstrate your ability to apply and integrate course material and to communicate using a professional style. Professional communication is coherent, concise, and

comprehensive, and includes correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing.

- **All papers are to have a cover page**, reference page and any needed appendices. You are expected to have a running header on all pages, the appropriate headings and page numbers. Be sure to use APA format (6th Edition) and be sure to cite when it is required and have correct citations in a reference page. (if you do not meet the required minimum number of sources, your paper will be returned to you not read and you will be asked to submit with the correct required sources)
- I grade all papers for my classes anonymously. With each paper submission, include a title page **without** your name on it that is attached to the paper, and provide a **separate duplicate title page with your name not attached to the paper**. Only after I have read and graded all the papers, will I determine which paper belongs to whom.
- All papers must be typewritten and double-spaced using a 12 point font and one inch margins. Use APA\* 6th Edition for your papers, including proper headings and citations. Failure to follow APA guidelines for referencing and for headings will result in a lower grade.

*APA formatting:*

Any social work assignments presented as professional papers or presentations should utilize the 6th edition APA formatting. Review the [MLibrary APA Citation Guide](#) as needed. [The Purdue Owl website is another helpful resource for assistance with APA formatting.](#)

- Use the outline format in the assignment description, using headings appropriate to APA format.
- I am looking for clarity and degree of understanding conveyed, key points being discussed, integration of relevant literature, pertaining to the assignment and your own assessment/critique for the assignment.
- You do need to stay within the page limits for all assignments (They are stated on each assignment description). You want to state concisely what you are saying. summarizing from literature into your own words and the use of appendices will help with this.
- I am also looking at sensitivity and attention to dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation) and life cycle considerations and the degree to which you display critical analysis of the assignment.
- You are responsible for always making and keeping a copy of each assignment prior to turning it in.

Evaluation Criteria and Procedures: General evaluation criteria (special elements will also be delineated for particular assignments):

- Demonstrate understanding of and ability/apply knowledge and theory to illuminate intersectionality and justice goals and barriers;
- Systematic & logical presentation of arguments, with appropriate documentation;
- Appropriate use of evidence, use of relevant literature and concepts, with citations;
- Scope of concepts used; degree of integration across topics, levels, and different readings
- Clarity of presentation. Originality;
- Attention to diversity and social justice issues across different populations and situations.

I expect that in all written work you will adhere to the following NASW editorial policy: In the interest of accurate and unbiased communication, NASW subscribes to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (*Health and Social Work, 11:3, Summer 1986.*) or <http://www.socialworkers.org/pubs/code/default.asp>

**Deadline Expectations:** All assignments are due at the beginning of class on the dates specified. Incomplete grades are assigned only through negotiation with me and that negotiation must occur before

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\* *Publication manual of the American Psychological Association. Sixth Edition.* (2010). Washington, D.C.: Author.



the assignment's due date. Unless an extension contract has been arranged between a student and me, **before the due date of the assignment**, any assignment that is not completed on the due date will be assigned 0 points. **All** assignments for this course must be completed and handed in to the instructor to successfully complete the course.

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 which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit. Due to the brief length of time a mini course meets, partial attendance will likely result in a grade of E.

### Grading

Each assignment will be given a letter grade based on the University's grading scale

<b>A-, A or A+</b>	Exceptional performance and mastery of the material. Superior grasp of subject content, demonstration of critical analysis, and/or complexity in completion of assignment is exceptional. The difference between A-, A and +- is based on the degree of superiority to which these skills are demonstrated. A+ superior performance across all components; A wide scope of readings with accurate application. A- reasonable number of course sources with clear links to application.
<b>B+</b>	Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, or complexity in the completion of the assignment.
<b>B</b>	Mastery of subject content at level of expected competency – meets course expectations
<b>B-</b>	Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
<b>C+, C or C-</b>	Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
<b>E</b>	Student has failed to demonstrate minimal understanding of subject content.

Both content and format will be considered in assigning grades. Though content is more heavily weighted in grade assignment, format, and presentation are also important. The course is challenging and demanding. Grading will be rigorous but fair. Final grades will be determined by multiplying the worth of each assignment, by the grade points on the 4 point grade system. The numerical scores for each assignment will be summed.

I understand that the assessments of your work are subjective in nature and I strive to reduce that subjectivity in two ways. First, as noted above, I grade all papers anonymously. Second, based on the assignment outline that you have received, I use a template within which I set my expectations for the assignment. I compare your submissions to that template, not to one another

I suggest that you have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader.

If you read my comments to you and believe that I have erred, please discuss your findings with me within one week of getting your assignment/paper back. It may be that you do not understand what I have told you, or that I have made a mistake. In either case, I am certain that the situation will be rectified; either you will better understand what I want you to know, or I will correct my error.

For additional information on grading please refer to the MSW Student Guide on grades in Academic Courses and Field Instruction at <https://ssw.umich.edu/msw-student-guide/chapter/1.08/grades-in-academic-courses-and-in-field-instruction> as well as Student Grievance Procedures at

<https://ssw.umich.edu/msw-student-guide/chapter/1.18/student-grievances> and grading in special circumstances at <https://ssw.umich.edu/msw-student-guide/section/1.07.01/15/grades-for-special-circumstances>

### 3. ADDITIONAL COURSE INFORMATION AND RESOURCES

#### a. My Teaching Philosophy, More about the Course and Expectations

I use a learner-centered philosophy in which there is the development of reciprocity, cooperation and open discussion among students and myself. I encourage active learning, give prompt feedback; communicate high expectations and respect diverse talents, interests and ways of learning. The emphasis is to create an empowering environment in which all participants can be active and self-directed learners in an atmosphere that allows for peoples diversity, uniqueness and strengths and learning from each other's different perspectives and experiences . I believe that learning does not just happen once a week in the classroom, and make myself readily available to students outside the classroom. I put an emphasis on bringing the outside world into the classroom, by keeping up to date and knowledgeable on the course content as well as sharing my experiences from working in a non-profit and being a part of the community.

My approach to teaching is that I value and appreciate each student as individuals and their interests specific to the course and share aspects of my professional experience to clarify the course content. I emphasize the importance of not just learning the material, but for students to be able to critically analyze what they are learning from their perspective and thus encourage the sharing of their thoughts and ideas.

This course is part of the HBSE (Human Behavior and Social Environment) component of the Foundation Curriculum. As such, it focuses on the knowledge base for social work practice in **all** methods and fields, emphasizing different sized systems. It draws from many of the social sciences, plus some humanities and basic sciences. plus women's and ethnic studies. We will emphasize what "evidence" is available to support particular perspectives and theories (including a bit about scholarly methods used to produce this knowledge and theory), and on analyzing the strengths and limitations of each. Major goals are to

- develop the knowledge to see, articulate, theorize, plan, problem-solve, and create and sustain social justice and well-being (often involving creating or resisting change) at larger systems levels, and
- understand and influence how larger systems (communities, organizations, policies/government) impact individuals, families, and groups and vice versa
- Consider implications of the above for "doing justice" (towards positive change and human agency or disrupting/preventing negative change), including developing principles for working towards justice while addressing privilege and oppression, and navigating intersecting categories of difference and power..

**I am much less interested in mastery of "facts" about different theories and approaches, but in your learning how to conceptualize and "theorize"—learn about, apply, and revise—language and conceptual frameworks that will inform your work.**

Epistemological curiosity. Related to this is the concept of "epistemological curiosity", derived from Freire, a Brazilian educator, emphasizing systematic exploration of knowledge about different levels and segments of society, theorizing about justice issues, and reflecting on ourselves in interaction with others (praxis). This requires developing a climate in the classroom in which we can learn from each other's different perspectives and experiences. We need to be able to share, disagree, clarify what each of us means, and struggle together with concepts none of us understand well at first. These are not just intellectual tasks, but often generate strong emotions, and require us to surface and engage with our values and what may be tacit (not articulated) assumptions. Learning new ways of thinking can be very exciting and empowering, but we may also feel confused, anxious, overwhelmed, and even angry at

different points in this process. These emotions usually are markers that you are being challenged and are learning, as long as they do not overwhelm you and we can navigate through them.

**I invite you to consider the following:**

- ❖ There is a difference between being/feeling safe & being/feeling comfortable. Learning through the uncomfortableness is hard, but, it can be when the most memorable “aha” moments occur.(Forward Spaces/Brave Spaces)

**Group Norms**

This class adheres to the following Ground Rules for the Class:

1. Our primary commitment is to learn - from the instructor, from each other, from materials and from our work. We acknowledge differences among us in skills, interests, values, scholarly orientations and experience.
2. We acknowledge that one of the meanings of societal oppression and discrimination is that we have been systematically taught misinformation about our own groups and especially members of devalued groups and populations of color. The same is true for sexism, ageism, sexual orientation and other isms. We are taught misinformation about ourselves and others regarding forms of difference and discrimination and acknowledge that racism, sexism, homophobia and other forms of discrimination exist and are likely to surface from time to time and it is our responsibility to actively address this through dialogue.
3. We acknowledge that our notions of privilege - privilege of ethnicity, religious belief gender, sexual orientation and class - can distort our understanding of individuals, families, communities, organizations and infrastructure, and can undermine the development of authentic relationships and understanding.
4. We cannot be blamed for the misinformation that we have heard but we will be held responsible for repeating misinformation after we have learned otherwise.
5. We will assume that people are always doing the best they can, both to learn material and to behave in socially just and honest ways.
6. We will actively pursue opportunities to learn about our own groups and those of others, yet will not enter or invade others' privacy when unwanted.
7. When we share information about our groups with other members of the class, no one will devalue, or 'put down' people for their experiences
8. We can have an obligation to actively counter the myths and stereotypes about our own groups and other groups so that we can break down the walls, which prohibit group cooperation and group gain. This means that corrections are welcome and encouraged.
9. We want to create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the person will preface the remarks with a request and the class will agree not to repeat the remarks.
10. As a diverse group of learners, material may be presented or discussed that “triggers” a prior personal and potentially painful, negative, or traumatic memory. While “trigger warnings” will be encouraged 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
11. Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points.

**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, antioppressive 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

**b. Safety and emergency preparedness:**

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.

Refer to <https://sww.umich.edu/msw-student-guide/section/1.22.03/70/campus-safety-statement> to read more about the School of Social Work's emergency policies and procedures.

In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

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

Each SSW classroom is equipped with door locks. Pressing the  button (located on the door handle) to lock the door from within the room.

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (room 1748) at 734-936-0961 or via email at [sww-ADAAcompliance@umich.edu](mailto:sww-ADAAcompliance@umich.edu).

**Additional resources:**

- [Report a hate crime or bias-related incident](#)
- [Register for UM Emergency Alerts](https://dpss.umich.edu/content/emergency-preparedness/emergency-alerts/) at <https://dpss.umich.edu/content/emergency-preparedness/emergency-alerts/>
- [View the annual Campus Safety Statement](#)

**c. Mental health and Well being:**

The 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, or <https://caps.umich.edu/>
  - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at [mshaughm@umich.edu](mailto:mshaughm@umich.edu).
- **University Health Service (UHS)** at (734) 764-8320, or <https://www.uhs.umich.edu/mentalhealthsvcs>
- **UM Medical Center Psychiatric Emergency Services.** 734- 996-4747; 734-936-5900 (Crisis phone service, 24 hour/7 days); <http://www.psych.med.umich.edu/pes/>

- *UM Sexual Assault Prevention & Awareness Center (SAPAC)*. 734-998-9368, 734-936-3333 (Crisis line) ; 800-649-3777 (MRC); <http://www.umich.edu/~sapac/>
- or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources).
- Additional campus health and wellness resources can be found at <https://ssw.umich.edu/student-life/health-safety>

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](#)
- Contact the Health and Wellness Program at [ssw.wellness@umich.edu](mailto:ssw.wellness@umich.edu)

#### **d. Teaching evaluations:**

Students are strongly encouraged to complete teaching evaluations both at mid-semester and at the end of each term. Mid-semester evaluations will be posted on canvas to be handed in, in class. This will be summarized and discussed in class for any changes needing to be made for the rest of the semester. End of semester teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous for evaluations, and instructors cannot view the end of semester evaluation reports until after grades are submitted

#### **e. Proper use of names and pronouns**

All students will be referred to by the names and pronouns they use (e.g. she, they, ze/zei, he). People are generally most comfortable addressing others using "he/him/his" or "she/her/hers" pronouns; however, there is a whole gender universe that these binary options ignore. [Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.](#)

For more information please refer to the following resources.

SSW Resources

DEI Office: ([diversityequityinclusion@umich.edu](mailto:diversityequityinclusion@umich.edu))

Queer Advocacy Coalition ([qac-leadership@umich.edu](mailto:qac-leadership@umich.edu))

Additional Resources

<https://www.mypronouns.org/what-and-why/>

<https://www.glsen.org/article/pronouns-resource-educator>

If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). Refer to [Spectrum Center's map of gender inclusive restrooms on campus.](#)

#### **f. Accommodation for students with disabilities**

If you are in need of an accommodation for a disability, please let me know at your earliest convenience at the beginning of the semester so I may adequately address these needs. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities can be found at <https://ssd.umich.edu/documentation>  
Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information and resources, please contact the Services for Students with Disabilities Office at G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045, TEL 734-763-3000, website <http://ssd.umich.edu/>, or Email [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu).

**g. Religious/spiritual observances:**

An overview of the process for students who have conflicts with religious observances:

- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements. The official University of Michigan policy on religious holidays, and a list of possible conflicts with classes, can be found at: <https://www.provost.umich.edu/calendar/>

**h. Military deployment:**

Information and resources for students called to action while enrolled in school can be found at <http://vets.umich.edu/life-at-michigan/military-deployment/>

**i. Writing Skills and Expectations:**

Strong writing and communication skills are essential to students' academic success and professional career. For assistance writing contact

The Writing Coordinator for the School of Social Work to meet with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact [SSW Writing Assistance](#) and/or [Career Services](#) (Room 1696; (734) 763-6259; [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu))

Or the Sweetland Writing Center (<http://www.lsa.umich.edu/swc/>). As an "fyi" Sweetland usually wants advanced notice (approx. two weeks before a paper is due) so they can go over edits and so on with you. You also need to schedule an appointment to meet with a writing counselor (734-764-0429) and they're open from 9-5, Mon-Fri although always check before you go, since they do close occasionally for staff training and so on. They're located in 1139 Angell Hall and I don't think they take walk-ins.

**j. Academic Integrity:**

**Plagiarism** – not referencing another's words or ideas – is a violation of academic integrity, is prohibited in any academic writing at the University of Michigan and will be grounds for failure on an assignment. In addition, papers or journal entries completed for another course are not acceptable and will be assigned 0 points. **Please refer to your electronic *Student Guide to the Master's in Social Work Degree Program* at <https://ssw.umich.edu/msw-student-guide/section/1.13.02/23/plagiarism> for further discussion of plagiarism and procedures for processing alleged infractions and the range of possible sanctions.**

**k. Electronic Devices and Computers in class**

In consideration of your classmates, and due to their disruptive nature, I request that all students turn off all telephones and pagers while you are in my class. This is *your* time and I want you to be able to protect it. I prefer that you receive no messages during class time, however, if you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.

Please use your lab top during class for taking notes. It is not to be used during class to check email or surf the web and doing so is disruptive to learning for both yourself and other students in the class. If you are found doing either during class, you will be asked to stop.

**Class Schedule: SYLLABUS: tentative**

The Course Schedule that follows is *tentative* and is subject to change. All changes will be discussed/announced in advance and posted on CANVAS so that you will have sufficient time to make adjustments in your reading and assignments.

Week & Date	Class Content/Topic & Assignments	Readings Required Readings available on Canvas
1 9/4/18	Course Introduction and Overview Who are we? Class goals and norms, challenges, competencies and ethics.	<ol style="list-style-type: none"> <li>Mullaly, R. (2007). <i>The New Structural Social Work</i>. Chapter one: Capitalism, crises, and paradigms. Oxford University Press. Canada Pp 1 to 43. (This is not the class textbook)</li> <li>Social Work Standards ,Competencies &amp; Ethics (Links on CANVAS) <ul style="list-style-type: none"> <li>CSWE Core Competencies, NASW Code of Ethics, Standards of Cultural Competency, UM Mission Statement, SSW Mission statement,</li> </ul> </li> <li>Universal declaration of human rights (united nations, 1948)</li> </ol>
2 9/11/18	Definitions, Marginalization & Appropriation	<ol style="list-style-type: none"> <li>Arao, B &amp; Clemens, K. (2013). From safe spaces to brave spaces: A New way to frame dialogue around diversity and social justice. From <i>The Art of Effective Facilitation</i>, Stylas Publishing. 135-150</li> <li>Ansari, A. (2015). Ethnic minorities deserve safe spaces without white people. Huffington Post. <a href="https://www.huffingtonpost.ca/aeman-ansari/ethnic-safe-spaces_b_6897176.html">https://www.huffingtonpost.ca/aeman-ansari/ethnic-safe-spaces_b_6897176.html</a></li> <li>Kegler, A. (2016). The sugar coated language of white fragility. <a href="https://questionsandtea.wordpress.com/2017/08/02/the-sugarcoated-language-of-white-fragility/">https://questionsandtea.wordpress.com/2017/08/02/the-sugarcoated-language-of-white-fragility/</a></li> <li>Marsiglia, F. F. &amp; Kulis, S (2015), Culture, Chapter one, <i>Diversity, Oppression and Change</i>. Lyceum Press, 2-31</li> <li>Module 1 (Culture) <a href="#">Module 1: Culture</a> <a href="#">What is Culture?</a> Lecture (video) or <a href="https://www.edx.org">https://www.edx.org</a></li> </ol>
3 9/18/18	Theoretical & Conceptual Considerations (Overview-types of theories)	<ol style="list-style-type: none"> <li>“Mullaly”: Chap 1</li> <li>Mulroy, Elizabeth A. (2004) Theoretical perspectives on the social environment to guide management and community practice: An Organization-in-Environment approach. <i>Administration in Social Work</i>, 28(1), 77-96.</li> <li>Reed, B. G. (2005) Theorizing in community practice, 84 – 102. In Weil (Ed) <i>Handbook of Community Prac</i></li> <li>Coombs-Orme, R. (2013) Epigenetics and the social work imperative. <i>Social Work</i>, 58(1), 23-30.</li> <li>Epple, D. M. (2007) Inter and intra professional social work differences: social work’s challenge. <i>Clinical Social Work Journal</i>, 25, 267-276.</li> <li>Rodenberg, N. A. &amp; Boisen, L. A. (2013) Aversive racism and intergroup contact theories: Cultural competence in a segregated world. <i>Journal of Social Work Education</i>, 49, 564-579</li> <li>Module 2 (theoretical perspectives): overview &amp; what is theory at <a href="https://www.edx.org">https://www.edx.org</a></li> </ol>
Week & Date	Class Content/Topic & Assignments	Readings Required Readings available on Canvas

4 9/25/18	Social constructions, paradigms & tacit assumptions (formation of theory assignment groups)	<ol style="list-style-type: none"> <li>1. Kanenberg, H. (2013) Feminist policy analysis: Expanding traditional social work methods. <i>Journal of Teaching in Social Work</i>, 33(2), 129-142.</li> <li>2. Garrett, Jan (2002) Martha Nussbaum on capabilities and human rights. <a href="http://www.wku.edu/~jan.garrett/nussbaum.htm">http://www.wku.edu/~jan.garrett/nussbaum.htm</a></li> <li>3. Sen, A. (2009). <i>The Idea of Justice</i>. Belknap Press of Harvard University Press. Chapter 17, Human rights and global imperatives, 355-387</li> <li>4. Capeheart, L. &amp; Milovanovic. (2007) <i>Social Justice: Theories, Issues and Movements</i>. Rutgers University Press. Chap 9- Postmodern Forms of Justice. pp 125-139.</li> <li>5. Marsiglia, F. F. &amp; Kulis, S (2015), Theoretical perspectives on diversity, Chapter five, <i>Diversity, Oppression and Change</i>. Lyceum Press, 91-109.</li> </ol>
<b>Guest Facilitators: IDI Group Results Session</b>		
5 10/2/18	Social Justice, Implications for Practice and Policy	<ol style="list-style-type: none"> <li>1. Barusch, A. S. (2006) Social justice and social workers (3-23). <i>Foundations of Social Policy: Social Justice in a Human Perspective</i> (2<sup>nd</sup> Ed) Thomson/Brooks/Cole.</li> <li>2. Morris, P. M. (2002). The capabilities perspective: A framework for social justice, <i>Families in Society</i>, 83(3), 365 - 373.</li> <li>3. Reisch, M. (2008). From melting pot to multiculturalism: The impact of racial and ethnic diversity on social work and social justice. <i>British Journal of Social Work</i>, 38, 768-804.</li> <li>4. Capeheart, L. &amp; Milovanovic (2007) <i>Social Justice: Theories, Issues and Movements</i>, Rutgers University Press. Chapters 2 (Conceptions of Justice) &amp; Chapter 3 (Distributive Justice), pp 11 to 44.</li> <li>5. Sandel, M.J. (2009) <i>Justice: What's the Right Thing to Do?</i> Doing the Right Thing. 3-30.</li> </ol>
<b>Reflective Analysis #1 Due: Yourself, Conflict &amp; Analytical Perspectives</b>		
6 10/9/18	Privilege & Oppression	<ol style="list-style-type: none"> <li>1. "Mullaly": Chap 2 and 10</li> <li>2. CSWE Diversity Conversation Report (June 2010) "Diversity, Critical Multiculturalism, and Oppression: Interaction and Transformation</li> <li>3. Mayeno, L. (2015). Seeing and naming racism in non-profits and public organization. <a href="http://www.mayenoconsulting.com/wordpress/seeing-and-naming-racism-in-nonprofit-and-public-organizations/">http://www.mayenoconsulting.com/wordpress/seeing-and-naming-racism-in-nonprofit-and-public-organizations/</a></li> <li>4. Dessel, A., Bolen, R., &amp; Shepardson, C. (2012) Hopes for intergroup dialogue: Affirmation and allies, , <i>Journal of Social Work Education</i>, 48(2), 361-367.</li> <li>5. McKenzie, M. (2015). How to tell the difference between allyship and "ally theater". <a href="http://www.blackgirldangerous.com/2015/11/ally-theater/">http://www.blackgirldangerous.com/2015/11/ally-theater/</a></li> </ol>
7 10/16/18	Fall Study Break- No Class	
Week & Date	Class Content/Topic & Assignments	Readings Required Readings available on Canvas



8 10/23/18	Oppressions at Personal & Cultural Level	<ol style="list-style-type: none"> <li>1. Mullaly ": Chap 3 and 4</li> <li>2. Hodge, D. R. (2005.) Epistemological frameworks, homosexuality, and religion: How people of faith understand the intersection between homosexuality and religion. <i>Social Work</i>, 50(3), 207-218.</li> <li>3. Dessel, A., Bolen, R. &amp; Shepardson, C. (2011) Can religious expression and sexual orientation affirmation co-exist in social work? A critique of Hodge's theoretical, theological, and conceptual frameworks, <i>Journal of Social Work Education</i>, 47(2), 213-234.</li> <li>4. From M. Adams, W. J. Blumenfeld, C Castaneda, H. W. Hackman, M. L. Peters, &amp; X. Zuniga (2010) Readings for Diversity and Social Justice. (2<sup>nd</sup> Ed.). Routledge. (<i>Ageism &amp; Adulthood, Ableism, Transgender Oppression, Heterosexism, Sexism, Religious Oppression, Classism, racism</i>)</li> </ol>
9 10/30/18	Oppression at Structural Level	<ol style="list-style-type: none"> <li>1. Liu, M. and Geron, K. (2008) Changing neighborhood: Ethnic enclaves and the struggle for social justice, <i>Social Justice</i>, 25(2), 18-25.</li> <li>2. Wilson, W. J. (2010). Why both structure and culture matter in a holistic analysis of inner-city poverty. <i>The ANNALS of the American Academy of Political and Social Science</i>, 629, 200-219.</li> <li>3. Rankin, S. &amp; Beemym, G. (2012). Beyond binary: The lives of gender-nonconforming youth. <i>About Campus</i> 17(4), 2-10</li> </ol>
10 11/6/18	Internalized Oppression and Domination	<ol style="list-style-type: none"> <li>1. Goffman, A. (2009). On the run: Wanted men in a Philadelphia ghetto, <i>American Sociological Review</i>, 74(3), 339-357.</li> <li>2. Massey, D. S. (2009) Globalization and inequality: Explaining American Exceptionalism, <i>European Sociological Review</i>, 25(1), 9-23.</li> <li>3. Hasenfeld, Yeheskel, and Garrow, Eve. 2012. Nonprofit human service organizations, social rights, and advocacy in a neoliberal welfare state. <i>Social Service Review</i>, 86(2), 295-322.</li> <li>4. Quiros, L. &amp; 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</li> </ol>
Week & Date	Class Content/Topic & Assignments	Readings Required Readings available on Canvas

11 11/13/18	Intersectionality	<ol style="list-style-type: none"> <li>1. Hulko, W. (2009). The time and context-contingent nature of intersectionality and interlocking oppressions, <i>Affilia</i>, 24, 44-55.</li> <li>2. State of the discourse, Inequality and US Society, reviews of D. S. Massey, 2007, <i>Categorically Unequal: The American Stratification System</i>, in <i>DuBois Review</i>, 7:1, 27-34. Reviewers are Reynolds Farley, and Lawrence D. Bobo.</li> <li>3. Cho, S., K. W. Crenshaw, &amp; L. McCall. (2013). Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis, <i>Signs</i> 38 (4), Su, 785-810</li> <li>4. Crenshaw, K. (2015). Why intersectionality can't wait. <a href="https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/?utm_term=.82a287ee2472C">https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/?utm_term=.82a287ee2472C</a></li> </ol>
12 11/20/18	Working for Change— Dynamic System Approaches and Anti-Oppressive Social Work at Personal and Cultural Levels	<ol style="list-style-type: none"> <li>1. Liasidou, A. (2013) Intersectional understandings of disability and implications for a social justice reform agenda in education policy and practice. <i>Disability and Society</i>, 28(3), 299-312.</li> <li>2. Bottrell, D (2009) Dealing with disadvantage: Resilience and the social capital of young people's networks, <i>Youth and Society</i>, 40(4), 476-501</li> <li>3. Mehrotra, G. (2010) Toward a continuum of intersectionality theorizing for feminist social work scholarship, <i>Affilia</i>, 25, 417-430.</li> <li>4. Ali and Lees (2013). The therapist as advocate: anti-oppression advocacy in psychological practice. <i>Journal of Clinical Psychology: In Session</i>, 69(2), 162-171</li> </ol>
13 11/27/18	Working for Change, Dynamic System Approaches and Anti-Oppressive Social Work at Structural Level	<ol style="list-style-type: none"> <li>1. Hudson, Christopher G. (2010) <i>Complex Systems and Human Behavior</i>. Chicago, IL: Lyceum Press. Chapter 2: The roots of social and personal change: Self-organization, natural selection, and entropy, 46-79</li> <li>2. Schensul, J. J. (2009) Community, culture and sustainability in a multilevel dynamic systems intervention science, <i>American Journal of Community Psychology</i>, 43, 241-256.</li> <li>3. Anguelovski, I. (2013). New directions in urban environmental justice: Rebuilding community, addressing trauma, and remaking place. <i>Journal of Planning Education and Research</i>, 33(2), 160-175.</li> </ol>

14 12/4/18	Online/Social Media Interventions, Integration, application & Reflection	<ol style="list-style-type: none"> <li>1. Gonzalez, K. A., Ramirez, J. L., &amp; Galupo, M. P. (2017). "I was and still am": Narratives of Bisexual Marking in the #StillBisexual Campaign. <i>Sexuality &amp; Culture</i>, 21(2), 493-515.</li> <li>2. Stephen, B. (2015). Social media help Black Lives Matter fight the power. <a href="https://www.wired.com/2015/10/how-black-lives-matter-uses-social-media-to-fight-the-power/">https://www.wired.com/2015/10/how-black-lives-matter-uses-social-media-to-fight-the-power/</a></li> <li>3. Vance, J.D. (2016). Ted Talk: American's forgotten working class. <a href="https://www.ted.com/talks/j_d_vance_america_s_forgotten_working_class/discussion">https://www.ted.com/talks/j_d_vance_america_s_forgotten_working_class/discussion</a></li> <li>4. Wanshel, E. (2016). People who are not disabled need to check out #AbleismExists right now. <a href="http://www.huffingtonpost.com/entry/dominick-evansableismexists-twitter-discrimination-against-disabledpeople_us_571902c9e4b0c9244a7b2eb9">http://www.huffingtonpost.com/entry/dominick-evansableismexists-twitter-discrimination-against-disabledpeople_us_571902c9e4b0c9244a7b2eb9</a></li> <li>5. Ryn &amp; Fu (2003). Paved with Good Intentions- Do public health &amp; human service providers contribute to racial-ethnic disparities in health . <i>American Journal of Public Health</i> 93(2), 248-255</li> </ol>
15 12/11/18	Last day of class: <b>Share Concept Maps Assignment</b> Post-Class Options-End of Class Closure	
15 12/19/17	Exam Period NO CLASS- Return assignments	