

SW 504: Diversity and Social Justice in Social Work
Tuesday 6 pm - 9 pm Room B770 SSWB



Instructor: Tina Louise, LMSW

Office: 3764 SSWB

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

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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.

NO TEXT IS REQUIRED for the course. All key articles, book chapters, and other relevant learning material is or will be available on Canvas

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-ADAAcompliance@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 five points for each missed session. You may complete a makeup assignment for one missed session only. The make-up assignment is worth five 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 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 religious holidays, documented health, family or other kinds of emergencies and no points may be lost or a makeup assignment required.

Assignment Extensions: are given in circumstances in which the student is experiencing an extreme hardship that is interfering with completion of course assignments. 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 may 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 turned in without prior approval will receive a five point deduction.

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.

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 patience and respect 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 personal and potentially painful or negative memory or feelings. Our individual identities and positionalities can result in intense feelings both welcome and unwelcome. That said, we will work closely together as a class to create the space needed inside and outside the classroom to process painful feelings, memories, and experiences. We do this work because oppression does not rely solely on individual actors; often systems of oppression are reproduced automatically. To interrupt this, we must learn and work together to recognize and challenge the norms, structures, and institutions that keep oppressive systems, structures, beliefs, and values in place. This is not easy work. This means many of us must learn to work through and build a tolerance for discomfort that arises when we challenge ourselves to recognize the ways in which our beliefs, values, and voluntary as well as involuntary belonging to systems and structures of oppression are reinforced through us. We must also recognize that many of us are already versed in having a high tolerance for the discomfort that occurs as part of the lived experiences with the social injustices we will discuss; however, that does not mean that painful feelings do not emerge. We will do our best to keep any level of discomfort productive so we can do the work that is needed (Diangelo 2018, Blackwell 2018).

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: 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 session’s 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

INTRO SURVEY: This survey is designed to introduce us to each other as a class. The information in the survey will be the first step of many in this course in which we seek to understand our individual backgrounds, experiences and intersecting identities. This process will be vital to making connections between social justice, diversity, and social work. The survey counts towards your total participation points for the semester.

RECORDED INTERVIEW Beginning of Semester then end of Semester w/corresponding reflection paper:

Purpose: The purpose of this assignment is for you to conduct an initial assessment of your own ideas, experiences and expectations about your journey in this course. In order to do this project you will need the interview guide that follows and voice audio recorder (i.e., Smart Phone, Computer, Ipad, or old fashioned voice recorder).

Rationale: This project builds on several elements that are important in understanding social justice and diversity. One, it allows you to tell your own story in relation to the questions provided. You can, therefore, keep a recorded entry of your initial thoughts and feelings at the beginning of this course. This represents the capacity to access your thoughts and feelings from a particular moment in time. Two, it embraces the idea of praxis, that is continuous action and reflection which is needed as you advance in your social work education. In other words, we are continually in the process of weaving more threads into our stories of ourselves, our social narratives and our identities. This process of integrating interactions, experiences, and reflections is the foundation for personal growth and development. Thus a recorded story at one moment in time allows for reflecting back and charting your knowledge, skills and awareness development at another point in time. Hence the second part of this assignment will be completed at the end of our course. This second portion of the assignment will require you to reflect on your initial recording and allow you to chart your learning process with particular attention to growth and development factors in doing social justice-oriented work and critical analysis.

APPLIED INTERSECTIONAL ANALYSIS:

Purpose: The purpose of this assignment is for you to analyze an experience or scenario through an intersectional framework and explore ways to apply intersectionality to social work aimed at addressing social injustice.

Rationale: This assignment builds on several elements that are important in understanding diversity and social justice. It allows you to practice applying concepts of intersectionality to real world experiences. It encourages research on current economic, political, institutional, and ideological policies that address or fail to address social injustice in relation to the content provided. It encourages the exploration and a deeper understanding of interlocking intersectional identities. It too embraces the idea of praxis, that is continuous action and reflection which is needed as you advance in your social work education.

General Instructions: In relation to the content (ie video, article, vignette etc.,) create an APA formatted (no cover page required; insert name, date, and assignment title in the running header) document in which you answer each of the questions listed in the document assignment page on Canvas. Try to make your answers as succinct as possible. A Works Cited Page is required for direct quotes and other content used to answer each question.

VIDEO/PODCAST/READING QUESTIONS:

Purpose: The purpose of this assignment is for you to reflect on assigned videos, podcasts, and readings prior to dialogue.

Rationale: This assignment increases understanding of diversity and social justice in relation to content. It too embraces the idea of praxis, that is continuous action and reflection which is needed as you advance in your social work education.

General Instructions: Several questions relating to assigned videos, podcasts, and readings will be posted on Canvas. You will create a document in which you answer each of the questions. Try to make your answers as succinct as possible. Make sure your name is included on the document. You will upload an electronic copy of your responses to Canvas and bring a hardcopy to class.

Course Grading:

Assignment	Points
Participation	21
Recorded Interview Part I	19
Applied Intersectional Analysis (2) worth 25 points each	50
Video/Podcast/Readings Responses (8) worth 10 points each	80
Recorded Interview Part II w/paper	30
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 4th)

- Welcome (honor the land, the people, the place)
- Lecture - Course Overview/Introduction to Course Foundations-Social Work Theory & Social Justice/Praxis/Critical Thinking/NASW Code of Ethics
- Activity - Introductions, Names/Pronouns, Mini-Vision Boards for the course
- Activity - What is your why
- Syllabus Review
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #1:

- SW504 Course Syllabus
- NASW Code of Ethics <https://www.socialworkers.org/pubs/code/code.asp>

Session #2 (Tuesday, September 11th): Survey Due by noon on 9/10/2018

- Overview of Day's Agenda
- Presentation - Our Multiplicities/Positionalities (results from survey)
- Lecture:
 - What are we here to learn and how do we learn together?
 - Real Talk
- Activity - Fear in a hat
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #2:

- Nobody Excerpt
- Video:https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en
- 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>
- Excerpt from Interview with Katherine McKittrick, associate professor of gender studies at Queen's University in Kingston, Ontario, Canada. *THE CLR JAMES JOURNAL* 20:1-2, Fall 2014 233-240 doi: 10.5840/clrxjames201492215

- Common Reactions to Social Justice Education

OPTIONAL READINGS, VIDEOS, PODCASTS FOR SESSION #2:

- Tone Policing
- Blackwell, Kelsey. (2018). *Why People of Color Need Spaces Without White People*. Blogs and Essays. A Journal of Wakeful Society, Culture, and Politics.
- 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*. *Social Inq*, 87: 303–336. doi:10.1111/soin.12167
- DiAngelo, R. (2011). *White Fragility*. *International Journal of Critical Pedagogy*, Vol 3 (3) pp 54-70
- Leesa Renee Hall - Expressive Writing Prompts to Overcome White Fragility and Spiritual Bypass
- 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 18th): **RECORDED INTERVIEW ONE DUE ON CANVAS**

- Overview of Day's Agenda
- Lecture
 - Intersectionality/Power/Privilege/Social Justice
 - Theories: Structural Role Theory/Role Stress
- Activity - Taboo
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #3:

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

Session #4 (Tuesday, September 25th): **VIDEO ANSWERS DUE IN CLASS/ON CANVAS**

- Overview of Day's Agenda
- Lecture - Intersectionality, Theory and Course Analysis
- Activity - Share Out Responses to the Video
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #4:

- Critical Intersectionality Learning Community Panel Presentation

Session #5 (Tuesday, October 2nd): **KENDI/CODESWITCH ANSWERS DUE IN CLASS/ON CANVAS**

- Overview of Day's Agenda
- Lecture - Construction of Race through Structures & Power (History)
 - Definitions
 - Social Construction/Systemic Power/Social Justice
 - Essentialism/OTHERS
- Activity - Share Out Responses to the Video/Podcast/Readings
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #5:

- Prof. Ibram X. Kendi: Stamped From the Beginning: The Definitive History of Racist Ideas in America <https://youtu.be/OYGfLM0QQL4>
- Brodtkin, K. (1998). *How Jews Became White Folks: And What That Says About Race in America*. Rutgers University Press.
- Code Switch - Members of Whose Tribe

OPTIONAL READINGS, VIDEOS, PODCAST FOR SESSION #5:

- Mullaly, B. (2010). *Challenging Oppression and Confronting Privilege*. Oxford University Press. Chapter 2, pages 34-63.
- 8 White Identities
- <https://www.awesomelyluvvie.com/2018/04/weaponizing-white-women-tears.html>
- 4 Ways White People Can Process Their Emotions Without Bringing the White Tears by Jennifer Loubriel

Session #6 (Tuesday, October 9th): **APPLIED INTERSECTIONAL ANALYSIS 1 DUE ON CANVAS**

- Overview of Day's Agenda
- Lecture - Construction of Race through Structures & Power (Now)
 - Definitions
 - Social Construction/Systemic Power/Social Justice
 - Theory - Critical Race Theory/Anti-Racist Framework
- Activity -Small & Large Group Dialogue exploring APPLIED INTERSECTIONAL ANALYSIS 1
- Activity -Social Issue Tree "Systemic Racism"
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #6:

- Why Color Blindness Will NOT End Racism | Decoded | MTV News https://youtu.be/H4LpT9TF_ew

- Code Switch - A Prescription For "Racial Imposter Syndrome"
- 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
- <https://everydayfeminism.com/2017/04/reverse-racism-isnt-real/>
- 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

OPTIONAL READINGS, VIDEOS, PODCAST FOR SESSION #6:

- 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>
- 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.
- Touré. (2015). *White People Explain Why They Feel Oppressed*. Vice.
- Waldman, Katy. (2018). *A Sociologist Examines the "White Fragility" That Prevents White Americans from Confronting Racism*. The New Yorker.
- The voices of WOC & Allies working against racism and oppression. (2018). *Part II: How We Talk About Mental Illness Is Racist*. Medium Online Magazine.

Session #7 (Tuesday, October 23rd): **PODCAST/VIDEO/READINGS ANSWERS DUE IN CLASS/ON CANVAS**

- Overview of Day's Agenda
- Lecture - Diversity/Difference/Supremacy/Oppression - Citizenship/Immigration/Refugee Status
 - Social Construction/Systemic Power/Social Justice
 - Theories - Assimilation Theory/Symbolic Interaction
- Activity - Share Out Responses to the Podcast/Video/Readings
- Activity - Social Issues Tree "Citizenship/Immigration"
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #7:

- What do you think when you look at me? | Dalia Mogahed <https://youtu.be/wzkFoetp-M>
- LOURDES <https://youtu.be/R3q0MaRQAmw>
- 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>
- Knuesel, A. (2012). Yellow Peril: The Chinese Exclusion Act (1882) to the Johnson-Reed Act of 1924. In P. J. Hayes (Ed.), *The Making of Modern Immigration: An Encyclopedia of People and Ideas* (Vol. 2, pp. 749-773). Santa Barbara, CA: ABC-CLIO. Retrieved from <http://link.galegroup.com.proxy.lib.umich.edu/apps/doc/CX2727900053/GVRL?u=umuser&sid=GVRL&xid=08dde86b>

OPTIONAL READINGS, VIDEOS, PODCAST FOR SESSION #7:

- 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>
- 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.

(Tuesday, October 16th): No Class - Fall Study Break

Session #8 **(Tuesday, October 30th):** **PODCAST/VIDEO/READINGS ANSWERS DUE IN CLASS/ON CANVAS**

- Overview of Day's Agenda
- Lecture - Diversity/Difference/Supremacy/Oppression - Class
 - o Social Construction/Systemic Power/Social Justice
 - o Theories - Marxist/Structural Functional
- Activity - Share Out Responses to the Podcast/Video/Readings
- Activity - Social Issues Tree "Economic Structures"
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #8

- 20/20 Mystery 2017 My Reality: A Hidden America <https://youtu.be/Hfgzpz1vk-Z8>

- Annette Lareau *Unequal Childhoods: Class, Race, and Family Life*
<https://youtu.be/6HN9ydNktAc>
- Joseph Stiglitz The Price of Inequality <https://youtu.be/woerUgtufUo>
- 'Access to Literacy' Is Not a Constitutional Right, Judge in Detroit Rules
<https://www.nytimes.com/2018/07/04/education/detroit-public-schools-education.html>

OPTIONAL READINGS, VIDEOS, PODCAST FOR SESSION #8:

Session #9 (Tuesday, November 6th): **PODCAST/VIDEO/READINGS ANSWERS DUE IN CLASS/ON CANVAS**

- Overview of Day's Agenda
- Lecture - Diversity/Difference/Supremacy/Oppression - Religious Rights/Free Speech
 - Social Construction/Systemic Power/Social Justice
 - Theories - Structural Functional/Structural Role
- Activity - Share Out Responses to the Podcast/Video/Readings
- Activity - Social Issues Tree "Justice System & Religious Liberty"
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #9:

- Todd, J. (2010). *Confessions of a Christian Supremacist*. Reflection.
- Brennan Center for Justice Corporations and the Constitution: Adam Winkler (start 11:33)
<https://youtu.be/QsjfL3Oguno>
- Creating God - Hidden Brain
- Crisp, B. R. (2010). Spirituality and social work. Retrieved from
<https://ebookcentral-proquest-com.proxy.lib.umich.edu>

OPTIONAL READINGS, VIDEOS, PODCAST FOR SESSION #9:

- U.S. Supreme Court Hobby Lobby Opinion
- U.S. Supreme Court Cake Baker Opinion
- 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>
- <https://www.theatlantic.com/politics/archive/2016/04/the-strange-career-of-free-exercise/476712/>
- <https://www.aclu.org/other/your-right-religious-freedom>
- <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 #10 (Tuesday, November 13th): **PODCAST ANSWERS DUE IN CLASS/ON CANVAS**

- Overview of Day's Agenda
- Activity - Genderbread Person 3.3
- Lecture - Diversity/Difference/Supremacy/Oppression/Misogyny(noir) - Gender/Sexuality
 - Social Construction/Systemic Power/Social Justice
 - Theories - Structural Functional/Feminist/Queer/Transgender
- Activity - Share Out Responses to the Video
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #10:

- Radiolab <https://www.wnycstudios.org/story/gonads-xy>
- Hidden Brain -Nature, Nurture, And Our Evolving Debates About Gender
<https://www.npr.org/2017/10/09/556116385/nature-nurture-and-our-evolving-debates-about-gender>

OPTIONAL READINGS, VIDEOS, PODCAST FOR SESSION #10:

- TSER LGBTQ+ Definitions
- LGBTQ+ Terminology
- <https://stonewallhistory.omeka.net/resources>
- 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.
- Two Spirit (Injuniuty) <https://www.youtube.com/watch?v=iDyaknNmg28>
- 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.
- Ally's Guide
- Asexuality
- Ortiz, L. (2018). *How to Use Gender Neutral Words - And why they're important*. TEEN VOGUE-SEXUAL HEALTH + IDENTITY
- Tourjée, Diana. (2015). *Straight People Don't Exist, New Research Says*. Broadly Online Magazine by Vice.
- Remembering Stonewall Interview
<http://99percentinvisible.org/episode/remembering-stonewall/>

Session #11 (Tuesday, November 20th): **SETTLER COLONIALISM VIDEO/DECOLONIZATION**

READING ANSWERS DUE IN CLASS/ON CANVAS

- Overview of Day's Agenda
- Lecture - Diversity/Difference/Supremacy/Oppression - Settler Colonialism
 - Social Construction/Systemic Power/Social Justice
 - Theories - Contact Theory/Assimilation Theory/Symbolic Interaction Theory
- Activity - Share Out Responses to the Video/Readings
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #11:

- Roxanne Dunbar-Ortiz--Settler-Colonialism and Genocide Policies in North America
<https://youtu.be/quLRPCOP5PE>
- E. Tuck & K.W. Yang (2012c) Decolonization is not a metaphor. Decolonization: Indigeneity, Education & Society. Vol. 1, No. 1, 2012. Pages 1-28.

Optional Readings for Session #11

- Deerinwater, J. (2018). *We Can't Confront Fascism Without Addressing White Settler Colonialism*. In These Times, Web Feature, August 15, 2018.
<http://inthesetimes.com/article/21385/fascism-white-settler-colonialism-indigenous-native-americans-washington-dc>
- Climate Justice Meets Racism:
<https://indiancountrymedianetwork.com/news/politics/climate-justice-meets-racism-this-mo>
- A Cost-Benefit Analysis of Hollow Water's Community Holistic Circle Healing Process
<https://www.publicsafety.gc.ca/cnt/rsracs/pblctns/cst-bnft-hllw-wtr/index-en.aspx>
- Gray, Lucy Anna. (2018) *Forgotten Women: The conversation of murdered and missing native women is not one North America wants to have - but it must*. The Independent Magazine.

Session #12 (Tuesday, November 27th): **APPLIED INTERSECTIONAL ANALYSIS 2 DUE ON CANVAS**

- Overview of Day's Agenda
- Lecture - Diversity/Difference/Supremacy/Oppression - Ability; Sizeism; Colorism; Ageism;
 - Social Construction/Systemic Power/Social Justice
 - Theories - Social Darwinism/Social Constructionism/Feminist
- Activity - Small & Large Group Dialogue exploring APPLIED INTERSECTIONAL ANALYSIS 2
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #12:

- Sexuality and Disability: Forging Identity in a World that Leaves You Out | Gaelynn Lea | TEDxYale- <https://www.youtube.com/watch?v=akGYugciSVw>
- Watson, N. (2012). Routledge handbook of disability studies. Chpt. 15. New York: Routledge.
- Confessions of a D Girl: Colorism and Global Standards of Beauty | Chika Okoro | TEDxStanford <https://youtu.be/fvoWoMlwr-g>
- <https://www.thisamericanlife.org/589/tell-me-im-fat>
- Excerpt from This Chair Rocks: A Manifesto Against Ageism

READINGS, VIDEOS, PODCAST FOR SESSION #12:

- 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
- Watson, N. (2012). Routledge handbook of disability studies. Chpt. 02. 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
- Tastrom, Katie. *I'm Sick of Inaccessibility. Here's How You Can Make Your Event More Accessible to People with Chronic Illnesses*. April 2, 2018 Everyday Feminism.

Session #13 (Tuesday, December 4th): VIDEO/READING ANSWERS DUE IN CLASS/ON CANVAS

- Overview of Day's Agenda - Social Justice in Practice Everyday
- Brief Lecture - Creativity in Social Justice/Transformative Justice/Social Action/Allyship
- Activity - Share Out Responses to the Video/Readings
- Activity - Guerilla Girls Mask Activity (informing final interview reflection)
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #12:

- Zehr Institute for Restorative Justice <https://youtu.be/sFXDo-qvh8k>
- Accomplices Not Allies - Indigenous Action Media
- I.N.C.I.T.E. Community Accountability Informative Handout

OPTIONAL READINGS, VIDEOS, PODCAST FOR SESSION #13:

- AORTA Zine
- <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>
- <http://www.incite-national.org/home>

Session #14 (**Tuesday, December 11th**): Last Day Celebration - **RECORDED INTERVIEW TWO AND REFLECTION PAPER DUE ON CANVAS**

- Overview of Day's Agenda
- Guest Speaker/Performer
- Course Closing - Reflections on Vision Board and Gratitude Activity
- Turn-in Reflection Sheets