SCHOOL OF SOCIAL WORK
UNIVERSITY OF MICHIGAN

Course title:	SW 504: Diversity and Social Justice in Social Work
Course #/term:	[Course Number, Section], Fall 2018
Time and place:	Tuesday, 6pm – 9pm, Room #2752
Credit hours:	3
Instructor:	Priscilla Cortez
Pronouns:	She, her, her, hers, herself
Contact info:	**Email:** cortezpc@umich.edu **Phone:** (734) 764-5340
	You may expect a response within 24 hours
Office:	3768 SSWB
Office hours:	TBA/by appointment

Course Statement

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

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

theory, and components of many Page 2 of 11 theories), and how mechanisms of oppression and privilege work (e.g., marginalization, exploitation, violence, cultural hegemony, and powerlessness).

Course objectives and competencies:
Upon successful completion of this course, students will be better able to:

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

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.

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.

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

Important Questions for SW 504
1. What comprises and defines social justice?
   ● What theories and assumptions underlie different formulations of justice?
   ● What do we know about what creates and sustains socially just situations, contexts, practices?
   ● What makes for competent, resilient, and socially just communities, and institutions/organizations within those communities?
   ● How is social justice related to such concepts as promotion of health and well-being, individual and community resilience, prevention of various social problems?
2. How is society possible? What defines society? What are important components of society? [e.g., class conflict, social solidarity, ideas, culture (symbols, rituals), social affiliations, shared and conflicting values, social structures, coercion and constraint]. What factors within these levels and components of society keep re-creating and sustaining inequality?
3. What explains social behavior? How are macro 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.
4. What creates and sustains inequalities, injustice, oppression, privilege? Why are some social locations and categories associated with unearned privilege and others with disadvantage? What are different types and consequences of [different forms of] oppression, and implications for working for justice?
5. How do societal institutions work? What is important for me as a social worker to know about different types of institutions in order to be effective in my workplace and in reaching justice and other practice goals, with or on behalf of clients and in working with others? (e.g. families,

organizations and communities and their functions, government and "the state", the global political-economy)

6. How do societies and institutions change? General theories, planned/steered change approaches? e.g., from the bottom up, one individual at a time - Collective behavior
   Changing consciousness, symbols - Natural selection - New technologies
   Because of external forces, crises, economic markets and forces (capitalism)
7. What's the role of government (the State) in funding and regulating behavior and social institutions, maintaining or reducing inequality?
8. How have and do micro, 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?
9. What is the role of theory, theorizing, and knowledge about all the above, in improving my practice, and in creating more just situations and more effective human services and communities?

COURSE THEMES WE WILL REPEATEDLY DRAW UPON:
DIFFERENCES BETWEEN…
- dialogue, discussion, debate & discourse.
- equity, access & equality.
- intent & impact.
- action & service *AND* charity work & change work.
- change & progress.
- empowerment & agency.
- activism, advocacy, allyhood & solidarity.
- a change agent & a "fixer"/"do-gooder"/helper/savior.
- a riot, rebellion, revolt, uprising & chaos.
- community organizing, (re)building & development

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.

Class Requirements

Course Materials: There is one required text, several required readings from journals and pertinent news articles and/or social media publications, blogs and other sources distributed to students via Canvas or in-class, and handouts to supplement lecture topics. This course will also include supplemental videos and social media to enhance and support your learning experience.

It is highly recommended you utilize Canvas site as much as possible, and refrain from printing materials, as the SSW is moving towards sustainability standards.

<u>Required Text</u>
Derald Wing Sue, , Mikal N. Rasheed, , Janice Matthews Rasheed, , and Mikal N. Rasheed (2016) *Multicultural Social Work Practice: A Competency-Based Approach to Diveristy and Social Justice*, John Wiley & Sons, Incorporated, 9781118536100.

There is a copy of this textbook on reserve at the library, and you should also be able to purchase/rent new or used at the following bookstores (Ulrich's, Barnes & Noble-Michigan Union Basement/Pierpont Commons, main level, and Common Language Bookstore). This book also has an unlimited access e-book version you can get through **UM- Library online** by going to this link:
https://proxy.lib.umich.edu/login?url=https://ebookcentral.proquest.com/lib/umichigan/detail.action?docID=4205782

The e-book version may require a download so you can read the book electronically onto your laptop/computer. If you have trouble accessing it, please refer to library resources below:

Ask a Librarian: https://www.lib.umich.edu/get-research-help
Darlene Nichols: (734) 936-2362, Librarian located at Hatcher Graduate Library, is happy to answer questions related to research and is familiar with SSW Faculty & Students.

Additional articles/readings and/or video clips will be posted in canvas.

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.

Class schedule:

(Subject to change at the discretion of professor. Sufficient notice will be given.) An asterisk * indicates required readings by the date indicated. All readings will be provided in Canvas site, excluding Multicultural Social Work Practice, which is a required Textbook.

Module/Date	Description/Title
Week 1: Sept 4th	**Introductions & Overview** **Class goals and norms, challenges, competencies and ethics.** **Intercultural Development Inventory (IDI) Brief Overview**
Week 2: Sept 11th	**Theoretical Concepts & Perspectives** **IDI Individual Pre-Survey due online by 5pm*** **Ally Spectrum Profile Due in-Class**
Week 3: Sept 18th	**IDI Assessments Group Overview,** **Guest Presentation by Nathan Hanke***
Week 4: Sept 25th	**Social Justice, Implications for Practice & Policy** **Reflective Analysis #1 Due :Yourself, Conflict & Analytical Perspectives**
Week 5: Oct 2nd	**Social Constructions, Paradigms & Tacit Assumptions**
Week 6: Oct 9th	**Inter-Group Dialogue, and other Applications**
Oct 16th	**FALL BREAK * NO CLASS**
Week 7: Oct 23rd	**Privilege and Oppression** **Group Presentations (2-3 groups)**
Week 8: Oct 30th	**Oppression at the Personal & Cultural Level** **Group Presentations (2-3 groups)**
Week 9: Nov 6th	**Oppression at Structural Level** **Group Presentations (2-3 groups)**
Week 10: Nov 13th	**Intersectionality** **Group Presentations (2-3 groups)**
Week 11: Nov 20th	**Working for Change at Individual Level**
Week 12: Nov 27th	**Working for Change at Structural Level** **Reflective Analysis #2 Due**
Week 13: Dec 4th	**Integration, application & Reflection** **Complete IDI post-survey online by Dec. 11th***

Week 14: Dec 11th	**Concept Map Due** **LAST CLASS** **Concept Map Gallery**

Assignments

All course assignments are to be submitted via Canvas unless otherwise noted.*
Grading rubrics and further instructions for each assignment is located in Canvas.

Assignment	Due date	Percent of overall grade
Class Participation	***	25 %
Reflective Analysis #1	September 25th	10 %
Reflective Analysis #2	November 27th	15 %
Concept Map *	December 11th	25 %
Theory Education Group Presentation *	October 23rd - Nov 13th	25 %

Attendance and Class participation

Class participation will be graded based on class attendance, and engagement in material via class discussion, peer discussion in class and on Canvas forums. This counts as 25% of your grade, with points evenly distributed throughout class attendance/engagement and/or interaction with discussions on weekly basis. This class will engage us in a community of learning, through 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:

❖ With the understanding that this may be culturally relative, being silent & simply listening is a privilege that not everyone has. More specifically, remaining silent & saying that you are either learning through listening or allowing space for others is in & of itself, a privilege which you will not be able to employ when practicing social work.

❖ 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)

Course Conduct

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 racism, sexism, homophobia and other forms of discrimination exist and are likely to surface from time to time.
3. 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 alternative lifestyles - we are taught misinformation about ourselves and others regarding forms of difference and discrimination.
4. 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.
5. 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.
6. 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.
7. 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.
8. We will share information about our groups with other members of the class, and will not demand, devalue, or 'put down' people for their experiences.
9. 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.
10. 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.
11. 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 not often be used during this course, please speak and listen to the instructor and class

colleagues under the assumption that there is no ill-intent to harm, "trigger" or purposely offend someone due to certain language, images, or content

12. Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, email, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points.

Academic Conduct and Integrity:

Academic Integrity:

Please visit the Student Code of Academic and Professional Conduct at https://ssw.umich.edu/msw-student-guide/chapter/1.13/student-code-of-academic-and-professional-conduct in the current Student Guide to the Master's in Social Work Degree Program for a discussion of student responsibilities for academic conduct and integrity. Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation.

> **Plagiarism** –All students are expected to submit their own original work. The presentation of
> another's words or ideas as your own, without giving credit to the source is regarded a plagiarism. Plagiarism is the same as lying and stealing. Any work that is submitted in this class
> and found to contain portions that are plagiarized will receive a ZERO. Plagiarism is taken very
> seriously at the University of Michigan and is grounds for expulsion from the University.
>
> Examples of plagiarism include, but are not limited to:

- Using or otherwise taking credit for someone else's work or ideas.
- Using the language of another without full and proper quotation or source citation.
- Implicitly presenting the appropriated words or ideas of another as one's own.
- Using Internet source material, in whole or in part, without careful and specific reference to the source.
- Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
- Self-plagiarism, this is, reusing one's own work without acknowledgment that the text appears elsewhere (e.g. in a paper for another current or previous class).

Grading

Student grades will be based on The University's grading scale
Each assignment will be given a letter grade. The criteria for each grade are as follows:

A-, A **or A+**	Mastery of subject content, demonstration of critical analysis, creativity 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.
B+	Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.
B	Mastery of subject content at level of expected competency – meets course expectations
B-	Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
C+, C	Demonstrates a minimal understanding of subject content. Significant areas
or C-	needing improvement to meet course requirements.
E	Student has failed to demonstrate minimal understanding of subject content.

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.

Assessments of your work are subjective in nature, and I strive to reduce that subjectivity by 1) grading all papers anonymously, and 2) Utilizing Assignment Outline as template. I compare your submissions to that template, not to one another.

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. Failure to follow APA guidelines for referencing and for headings will result in a lower grade.

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.

Writing Resources:
- Office of Student Services: http://ssw.umich.edu/current/student-services.html
- Sweetland Writing Center: http://www.lsa.umich.edc/sweetland/
  Open: Mon-Fri, 9am -5pm
  1139 Angell Hall
  (734-764-0429)
  Note: A scheduled appointment required with 2 week notice.
- English Language Institute: http://www.lsa.umich.edu/eli

  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 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 submitted to the instructor to successfully complete the course.

Electronic Devices and Computers in class

I ask that you silence or turn off all cell-phones/electronic devices in class. Laptops during class are acceptable for the purpose of taking notes/viewing readings and media and other electronic materials related to course only. If you are found disrupting class, you will be asked to stop.

Religious Observances
Please notify me if religious observances conflict with class/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:
http://www.provost.umich.edu/calendar/religious_holidays.html

Accommodations
If there are any circumstances that require that I and/or the class adapt to your special needs, please consult with me at the beginning of the semester so that I may adequately address these needs. Please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information is kept private and confidential (to the extent permitted by law). For more information and resources, please contact the Services for Students with Disabilities Office at G664 Haven Hall, G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045, TEL 734-763-3000, Email ssdoffice@umich.edu.,
http://ssd.umich.edu/

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

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