



Course title:	Diversity and Social Justice in Social Work
Course #/term:	SW 504 Section 014, Fall 2018
Time and place:	Wednesdays 9:00-12:00 [Room 2752 SSWB]
Credit hours:	3
Instructor:	Rick Barinbaum, LLMSW
Pronouns:	[He, Him, His]
Contact info:	E-mail: barinbau@umich.edu <i>*preferred</i> Cell: 718-757-6624 You may expect a response within 24-48 hours
Office:	SSWB 2738
Office hours:	Wednesday and Friday 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 1) developing a framework for 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 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 and how they impact human functioning and social relations within and across diverse groups. (4.1, 4.5)
4. Describe how structural differences in society are shaped by historical, psychological, social, and political factors. (4.1, 4.5)
5. Demonstrate knowledge of social locations, constructions, processes, and identities and the diversity within these. This includes increased knowledge about the forces that shape complex selves, relationships, and worldviews. (4.2, 4.3)
6. Demonstrate skills in critical contextual thinking, applying multiple theories and frameworks to illuminate underlying assumptions, biases and possible opportunities, and engaging in praxis.
7. Demonstrate awareness of the sources of power, how to mobilize power towards positive change, and ways to challenge oppressive assumptions, biases, and prejudices (4.2, 4.3)
8. Describe methods for continuing a life long process of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society. (4.2, 4.4, 4.6, 4.7)

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

COURSE THEMES

Theme: Relation to Multiculturalism & Diversity. Multiculturalism and diversity is addressed from the perspective of critically considering how diverse dimensions (such as ability; age; class; color; culture; race/ethnicity; family structure; gender - including gender identity and gender expression; marital status;

national origin; race; religion, spirituality or worldview; sex; and sexual orientation) are socially constructed, embedded in societal structures across system levels, and maintained through social processes and intra and interpersonal relationships and schemas.

Theme: Relation to Social Justice: Social justice is addressed from the perspective of critically analyzing theories and conceptualizations of justice, current trends and ethical issues and their implications for promoting social justice and social change, by considering the influence of normative rules and conditions. Additional focus will be directed towards how structural and institutional conditions affect the opportunities and well being of different populations (advantaged and disadvantaged groups) in society.

Theme: Relation to Promotion, Prevention, Treatment & Rehabilitation: This theme 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: This theme 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.

Theme: 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.

CLASS REQUIREMENTS

Text and class materials:

So you want to talk about race by Ijeoma Oluo

Available in various platforms including written, e-book and audiobook formats.

Amazon: <https://www.amazon.com/You-Want-Talk-About-Race/dp/1580056776>

Additional readings, handouts and media:

There may be additional readings and handouts including but not limited to pertinent news articles and/or social media publications, blogs, and other sources distributed to students (via Canvas) which should be read & noted as being just as important as the required readings from the assigned text. There may also be invited speakers, supplemental videos and social media references to support and add value to your educational experience and undergird your knowledge of course content.

Attendance and Engagement in the Course:

Both class attendance and active purposeful participation in class discussion and activities are paramount for the successful completion of this course. As a reflection of this importance, 20% of the final grade will consist of course engagement. This course covers a content domain that is extensive, and given the time framework of the course each class moves quickly in discussing information. It is necessary that students attend each class and attend class for the entire time period. Prompt arrival for class is expected; those who arrive late miss important information and disturb others.

Be mindful of the following course policies and considerations:

- (1) Be present at the beginning of class when attendance is recorded and remain for the duration of class.
- (2) The instructor reserves the right to deduct 3% from the student's final grade per unexcused absence and more than three absences will result in a failing grade. This policy is subject to modification should a student experience a life situation that warrants alteration of the policy, such as severe illness, their own or that of an immediate family member, or death in the family. Should any such circumstance occur, request for modification of the attendance policy should be discussed with the instructor as soon as possible and changes will be documented in writing.
- (3) Understanding that some students may encounter a situation that might necessitate missing a class, students should inform the instructor of an absence by email (or voicemail if necessary) at least 24 hours prior to the expected absence or within 24 hours of an unexpected absence arising from an emergency.
- (4) If students are scheduled to present material or lead class discussions on the day of an absence, documentation will be required to prove the necessity of an absence before the student will be allowed to make up that presentation opportunity for points.
- (5) In order to be courteous to classmates, cell phone use should be restricted to vibrations—no rings. Students should be discrete in their use of tablets, laptops, and other portable devices for note taking, so as not to disturb the class.
- (6) 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.

- (7) In addition to attending class, students are expected to arrive prepared to actively participate in their learning process. This includes not simply sitting quietly listening/observing, but posing questions & comments to the professor & other students, as well as answering questions & addressing comments posed by the professor & other students during our class discussions. Class participation also involves completing take home assignments, attending any field trips & participating in class exercises & activities.
- (8) While vocalizing opinions or concerns may be culturally relative, being silent and not actively engaging in class discussions (only learning through listening) is a privilege one cannot often employ in social work practice. Students who are not actively involved in class discussions will not receive full engagement credit/points in this course.
- (9) 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”.
- (10) Class will begin “on the hour” as stated in the syllabus and schedule of classes.
- (11) Please notify your professor, ahead of time, if you have religious/spiritual observances that may prevent you from being present in class, submitting assignments on the due dates so that appropriate arrangements can be made.
- (12) Standard inclement weather policies of the university will be followed such that if the university is closed on the day & during the time this class is to meet, there will be no class. If, however, the university is not closed & you still believe the weather to be too inclement for you to safely arrive to class, you are welcome to use one of your allowed absences.
- (13) 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.
- (14) Please eat and drink quietly and clean up after yourself.
- (15) Please do not bring children or adult guests to this course without permission of the instructor ahead of class.
- (16) Late assignments and rescheduled presentations are not accepted without confirmed medical &/or legal documentation, under any circumstances. Extensions of existing due dates are at the discretion of your professor.
- (17) There are no extra credit assignments in this course. Please prepare & study accordingly so that you can do your best, the first time.
- (18) Grades will be posted to Canvas within two weeks of assignment due dates, you are strongly encouraged to keep track of your own academic progress, the instructor will not calculate mid-semester grades.
- (19) 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.

*NOTE: Students who do not adhere to the stated course policies may be asked to leave class and be marked absent for the session.

IMPORTANT STUDENT RESOURCES

Add/Drop Period: Students may drop/add via Wolverine Access any time after they initially register up until the drop/add deadline. Any time students make a change to their original registration, it is their responsibility to notify their advisor of these changes. Once the drop/add deadline is past, students must obtain the signature of the course instructor, their faculty advisor and then the SSW Registrar on a drop/add form, and then they will need to take the form to 1207 LSA building for processing as Web registration will not be possible beyond the drop/add deadline. It is the student's responsibility to register for the appropriate courses to fulfill the M.S.W. degree requirements.

Incompletes ("I"): Students must finish incomplete coursework within two semesters of enrollment in the class in which they received their initial incomplete. Please see the current Student Guide.

I: (Incomplete) is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course or field work approved by the instructor/liaison. An "I" may also be issued when a student fails to submit required field paperwork by the published deadline. Any "I" grade remaining on a student's record more than two terms after the conclusion of the term in which the grade was awarded reverts to a permanent incomplete, and credit can be earned only by retaking the course. This limit includes the Spring/Summer term and applies regardless of the student's subsequent enrollment. However, if at the time the instructor agreed to the "I", an earlier date of submission and/or completion of final work was agreed upon, then this date takes precedence over the two-term policy. A change in grade will not be accepted after two terms for any reason other than clerical error. Any exceptions to this policy must be approved by the Associate Dean for Educational Programs.

Note: A grade of "I" stays on a student's academic record permanently. Even if the student makes up the course or field work according to the guidelines stated above, the grade for the course will appear on the academic record as, for example, IB+ or IS. If the "I" is not made up in the approved time frame the grade is changed to an IPL (Incomplete Permanent Lapse) and is final.

Academic Difficulty Procedure: When a student fails to maintain good academic standing, she/he is automatically placed on probation. Failing to maintain good academic standing is defined as:

- Having less than a B average
- Having accumulated 9 credit hours of incomplete grades
- Having a grade of U in Field Instruction
- Having a grade of marginal in Foundation Field Instruction (515) or Advanced Field Instruction (691).

A student is initially informed of automatic academic probation via a letter which informs the student of his/her responsibility to develop an academic plan with her/his academic advisor. For more information on academic difficulty and the procedures involved, please see the 2017-2018 Student Guide.

Services for Students with Disabilities: The University's Services for Students with Disabilities (SSWD) provides assistance regarding academic, economic, social, and recreational activities to students who have documented disabilities. For more information, please visit their website at <http://www.umich.edu/~sswd/> or the SSWD Faculty Handbook at [http://ssd.umich.edu/files/ssd/SSD_Faculty Handbook.pdf](http://ssd.umich.edu/files/ssd/SSD_Faculty%20Handbook.pdf).

Academic Conduct and Integrity: Please visit the Student Code of Academic and Professional Conduct at <http://ssw.umich.edu/studentguide/2012/page.html?section=12&volume=1> 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.

Special note about 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 as 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. All work submitted may be subject to submission to plagiarism detection software. Policies governing plagiarism can be found in the latest Student Guide. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is students' responsibility to become familiar with the information presented at <http://www.lib.umich.edu/academic-integrity/resources-students>. Another helpful resource is <http://guides.lib.umich.edu/content.php?pid=43469&sid=338261>.

Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. 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).

Writing skills and expectations:

Strong writing and communication skills are essential to students' academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting 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](#)

[Career Services](#) (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

APA formatting:

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

Safety and 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 (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.

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-ADAcpliance@umich.edu. Office of Student Services School of Social Work | Room 1748 734-936-0961

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/>. For more information, please visit <http://www.lsa.umich.edu/eli>.

Additional resources:

- [Report a hate crime or bias-related incident](#)
- [Register for UM Emergency Alerts](#)
- [View the annual Campus Safety Statement](#)

Mental health and well being:

The University of Michigan is committed to advancing the mental health and well being of all 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
 - 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.
- [University Health Service](#) (UHS) at (734) 764-8320
- [Additional campus health and wellness resources](#)

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

Trigger Warnings:

Students may experience a range of emotions throughout this course. All feelings are acceptable, and important aspects of who we are. Our ability to regulate emotions and function and respond productively is a critical social work skill. Because of this, and the fact that we all may be triggered by a range of discussions, "trigger warnings" will not often be used during this course. Please assume positive intent when listening to the instructor and class colleagues. Mental health and wellbeing resources are listed above, and are available to you at any time.

Proper use of names and pronouns:

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). 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. [Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.](#)

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

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 click here to find more information about the University's policy concerning religious holidays as well as a non-exhaustive list of religious holidays.](#)

Course Grades

The University of Michigan, School of Social Work, Master's Program is on a 9.0 grading scale, which translates as follows:

A+ -----9.0
A -----8.0
A- -----7.0
B+ -----6.0
B -----5.0
B- -----4.0
C+ -----3.0
C -----2.0
C- ----- 1.0
D ----- 0
E ----- 0

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 that carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

GRADING SCALE (by percentage):

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

COURSE ASSIGNMENT TABLE

Assignments	Points	%
Reflection Papers x 5	20 each, 100 total	20%
Current Event Presentations	100 points	20%
Social Justice Presentations and Papers	100 points	20%
Digital Digest and Final Presentation	100 points	20%
Participation	100 points	20%

Participation:

Class participation is more than mere attendance. It is also arriving on time, reading the assigned material, preparing for class, contributing appropriately to class discussions, doing assignments, and participating in class activities and group activities. Participation does not mean you need to talk a lot in class. It is more about bringing a positive learning attitude to the class and being present for each session. Each of us participates differently, and I will strive to honor that diversity among us.

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 (see below). ***NOTE:** Students who do not adhere to the stated course policies may be asked to leave class and be marked absent for the session.

Students are all expected to pay attention to current events during the course of the semester and bring relevant topics to class discussions.

The class participation grade is a subjective grade – I will use this matrix to determine the class participation grade:

(0 – 19) Poor Participation	<ul style="list-style-type: none"> ● Does not attend in-person class sessions ● No effort, disruptive, and disrespectful ● Uses harmful language in class and does not respect other students' identities
(20-39) Marginal Participation	<ul style="list-style-type: none"> ● Does not attend 1-2 in-person class sessions ● Late most/all in-person class sessions ● Little effort, texting or web surfing (irrelevant to course) ● Demonstrates infrequent involvement in class or class discussions

	<ul style="list-style-type: none"> ● Uses harmful language at times in class and sometimes does not respect other students' identities
(40-59) Moderate Participation	<ul style="list-style-type: none"> ● Late to multiple in-person class sessions ● Moderate effort, texting or web surfing on occasion (irrelevant to course) ● Knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them ● Rarely offers to contribute to discussion, but contributes to a moderate degree when called on ● May seem occasionally distracted or uninterested ● Uses inclusive language at times and respects other students' identities to an extent
(60-79) Strong Participation	<ul style="list-style-type: none"> ● Rarely late and no in-person class absences ● Engaged in classroom activities only while in the class ● Has clearly read and asks pertinent questions about course material ● Offers interpretations or analysis of course material (more than just facts) to class ● Contributes well to discussion in an ongoing way ● Responds to other students' points, thinks through own points, questions others in a constructive way ● Demonstrates consistent ongoing involvement by active visual and /or verbal engagement ● Uses inclusive language in class and respects other students' identities
(80--100) Excellent Participation	<ul style="list-style-type: none"> ● Consistently on time and no absences ● Engaged in classroom activities only while in the class ● Has analyzed course material exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.) ● Participates actively and equally during in class discussions, and group activities ● Contributes in a very significant way to ongoing discussion keeps discussion focused, responds very thoughtfully to other students' comments, contributes to the cooperative dialogue-building ● Demonstrates ongoing active involvement and active visual and/or verbal engagement ● Always uses inclusive language in class and respects other students' identities

ASSIGNMENTS

Reflection Papers: Students are assigned 3 to 5 page reflection papers with an additional citation page. Each paper will address several questions that will be announced in class and posted on canvas as will the schedule. You can answer the questions separately or integrate them into a single essay as long as you cover all the points. While the papers will be based on assigned readings and class content, outstanding papers will incorporate external relevant content. No Title Page needed, Double spaced, font size 12, standard margins, include several citations from the reading. Rubric will be posted to Canvas.

Current Events Presentation: Each student will conduct a 20 minute presentation about a current event of interest that pertains to the course (10 minutes of presentation, 10 minutes of class dialog). The issue is to be presented clearly and succinctly, with sources cited when applicable (25 points), and a counter narrative or opposing view (25 points). Students will also bring with at least 2 questions for the group that speak to course content and sparks a dialog (25 points per question).

Exploring Social Justice Issues in the US: presentation: Students will provide a 50 minute group presentation about a crucial issue that pertains to social justice, including data on disparities, pertinent legal/policy precedents, examples of authentic voices of people impacted, points of bias, and alternative models, whether international or theoretical. The issues will be identified by the instructor, and the class will be divided into 5 groups for this assignment. Schedule and rubric will be posted to canvas.

Exploring Social Justice Issues in the US: papers.

Once the Social Justice Presentations have commenced, on the weeks when a student is not presenting a paper will be due on the topic for that week. Minimum 3 pages double spaced, 12 pt font standard margins, max 6 pages. No cover page needed, but add a citations page. Schedule and rubric to be posted on canvas.

Digital Digest: Integrating Theory and Perspectives on Social Justice

Students will select one theoretical perspective as a lens through which to analyze an issue of social justice or the conditions of a marginalized population or community. Students will design a digital magazine with 10-15 pages of content (excluding front and back cover) that includes:

- A dynamic visual front cover and a table of contents.
- A textual introduction to the issue in the form of a “letter from the editor”.
- A Live-linked resources for further information or services.
- Relevant images (appropriately curated and placed), including screenshots of social media (i.e. Tweets/IG) to capture the essence of public dialogue on the issue.

- A “playlist” of 5-7 songs that provide a fitting musical soundtrack AND a list of 5-7 movies/documentaries that provide context (with attributions).
- A list of at least 5 fiction or non-fiction works and or recent news articles or “think pieces” that provide socio-historical context on the topic with citations/attribution.
- A Feature Story on your theory of choice and how it is applied to the issue o A “must listen” feature on podcasts (series or episodes) that capture this issue or related concepts. At minimum, each digest will be created off-line and saved as a fully “clickable” PDF with live links. Students wishing to “go the extra mile” are welcome to upload to a digital publishing platform, and share via link for grading and separately, with the class.
- Each student will present to the class on their digital digest, schedule and rubric to be posted on canvas.

TENTATIVE CLASS CALENDAR: WILL LIKELY CHANGE

*subject to change at discretion of instructor

Date	Class Content	Readings(due the day listed)	Assignments Due
Week 1 9/5/18	-Syl -Develop Norms -Competing Values of Social work		
Week 2 9/12/18	-Current Events -Oppression, Culture, and Social Justice	*Marsiglia and Kulis Chapter 1 -Oluo Intro, Chapter 1, chapter 2 *Mullaly Chapter 2 -NASW Code of Ethics	-Reflection #1 -Current Event Presentation
Week 3 9/19/18	NO CLASS-course activity through CANVAS		*Sign up and take IDI -Reflection #2
Week 4 9/26/18	-Culture -IDI Group Results	*Marsiglia and Kulis Chapter 2 -Oluo Chapter 3 & 4	-Reflection #3 -Current Event Presentation
Week 5 10/3/18	-Current Events -Theoretical Frameworks	*Morgain and Capous-Desyllas Chapter 3 -Oluo Chapter 5 *Marsiglia and Kulis Chapters 9 & 10	-Reflection #4 -Current Event Presentation

Week 6 10/10/18	-Intersectionality/CRT	-Oluo Chapter 6 & 7	-Reflection 5 -Current Event Presentation -Digital Digest Topic Due
Week 7 10/17/18	-Current Events -Feminist, Queer, and Gender Theory -Exploring Social Justice Issues in US: Immigration	-Oluo Chapter 8 *Marsiglia and Kulis Chapters 9 & 10	-Current Event -SJ Presentation team A
Week 8 10/24/18	-Privilege/Internalized Oppression -Exploring Social Justice Issues in US: Voting	-Oluo Chapters 9 & 10	-Current Event -SJ Presentation Team B
Week 9 10/31/18	-Current Events -Exploring Social Justice Issues in US: Disability	-Oluo Chapters 11 & 12	-Current Event -SJ Presentation Team C
Week 10 11/7/18	-Current Events -Exploring Social Justice Issues in US: Incarceration	-Oluo Chapters 13 & 14	-Current Event -SJ Presentation Team D
Week 11 11/14/18	-Current Events -Exploring Social Justice Issues in US: Education	-Oluo Chapters 15	-Current Event -SJ Presentation Team E
Week 12 11/21/18	-Current Events -Final Presentations	-Oluo Chapter 16	
Week 13 11/28/18	-Final Presentations	-Oluo Chapter 17	
Week 14 12/5/18	-Final Presentations -Wrap up!		