SW 799: Using Photovoice for Individual and Community Empowerment

Date/Time: Select Thursdays 5-8pm
Professor: Dr. Shanna Katz Kattari, PhD, MEd, CSE, ACS (pronouns: she/her/hers)
Office: 4706 SSWB
Classroom: SSWB 3752
Email: skattari@umich.edu
Phone: 734.763.0074
Office Hours: Tuesdays 4-5, Room 4706, and by appointment

3 Credits

Required Text
No book is required.

There will be readings and handouts from recent social science/medical journals and pertinent news articles and/or social media publications, blogs, and other sources distributed to students via Canvas. This course will also include supplemental videos and social media to enhance and support your learning experience.

Contacting Me
Email is the best way to reach me. I will do my best to respond to any email within 48 hours. I also offer office hours at a set time, and by appointment. Emailing me 10 minutes before class will likely not result in a response before class begins, but you are welcome to touch base with me after class in person.

Course Description

This minicourse covers basic methods for using Photovoice methods with individuals, groups, and communities. The course will provide an overview of the method and its application in different contexts, both domestic and international, and how visual images can be a powerful form for communication. This section of the class will include viewing documentary photography in the School of Social Work collection. The ethical dimensions of this method will also be covered. The remainder of the class will teach methods for photovoice and engage students in their own photovoice project. We will end with an exhibit of photos from the course that will take place in our School of Social Work.

Course Content

Photovoice is a process in which people – typically those with limited power due to poverty, language barriers, race, class, ethnicity, gender, culture, or other circumstances – use video or photo images to document their environment and experiences and share them with others. It uses visual methods to communicate lived experience and to create a basis for discussion and action. The images are often used, with captions composed by the photographers, to bring the realities of the photographers’ lives home to the public and policy makers and to spur change.
However, photovoice can also be a method used direct practice, evaluation, and management settings.

**Course Objectives**

Upon completion of this mini-course students will be able to:

1. Understand the use of Photovoice methods and their application in a range of
2. Understand unique ethical issues involved in Photovoice
3. Develop skills to successfully implement a Photovoice project

**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, discussion, video, and participation in experiential activities. Additionally, this course will provide a forum to critically examine how our multiple status locations, societal constructions, and social processes shape our beliefs, assumptions, behaviors, and life experiences. Special attention will also be given knowledge about justice and change, and principles of change towards justice. Our 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, and different media. **Experiential activities will be central to the structure and process of this course.**

**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 chose to 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) 7633000 or go to http://www.umich.edu/~sswd/

**Note:** I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our classroom space, activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know! This also means that you are welcome to eat/drink in our class, take breaks/move your body as needed, choose where to sit, etc. I will also be asking everyone to share about their access needs (if your access needs have already been met, you can simply say that) to help normalize this in social work spaces.

**Name and Pronoun Policy**

All students will be asked to share whatever name and pronouns they would like others and myself to our classroom space. Names and pronouns may change overtime, or even week to
week. All of us will commit to using the correct name and pronouns of each other and our guest speakers throughout the semester. Should someone accidentally use the wrong name or pronoun, the correct response is to acknowledge the mistake, apologize, and move on with the correct version. Example: “As he was saying. I’m sorry; I meant to say, as they were saying, that was a very interesting article.”

**Laptop Policy**
Laptops and other forms of technology may be used for legitimate classroom purposes only, such as taking notes or looking up readings on Canvas. Email, Facebook, instant messaging, online shopping, surfing the Internet, and playing games are not considered legitimate classroom purposes. Such use is distracting to those seated around you, and if I see you using your computer for these purposes, I may ask you to turn off your computer and take notes by hand.

**Inclusivity Policy**
Social and economic justice is one of the key themes of social work practice, research, and education. As a social work community, we must encourage each other to critically examine issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we actively listen to each other about how our words and actions are affecting one another and the learning environment, knowing the impact is more important than intent. It can be difficult to navigate the dual priorities of supporting authentic free speech, and holding active regard for one another being open to diverse perspectives and ideas. I recognize that microaggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, disability status, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions. Please bring your best selves to our classroom space.

**Class Absences**

Class attendance is mandatory, especially with a five-session mini-course. I can only excuse absences in the following situations: religious observances, significant sickness or injury, unexpected dependent care responsibilities, or disability related situations. **Please let me know if you anticipate any difficulty with attending our class.**

**Course Schedule**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics Covered</th>
<th>Items DUE</th>
<th>Readings – To be read prior to class</th>
</tr>
</thead>
</table>
| 1 Jan 24th | • Overview of Class  
• Review syllabus  
• Basic | Have read the syllabus | Syllabus |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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</thead>
</table>
| 2 Feb 21st | • Co-create Project  
• Photography 101  
• Discussion of benefits/limitations of photovoice | Photovoice UK. Photovoice Ethics.  
SHOWED Method.  
https://culturalphotovoice.wordpress.com/2013/11/26/showed-method/  
Using photovoice with sex workers: The power of art, agency and resistance (2014).  
Look over the two consent forms and make a version with your name/info in each. |
| 3 March 14th | • Discuss photos  
• Create narratives  
• Debrief the doing of PV | Bring 4-8 images (8x10ish) to class  
Using PhotoVoice to Understand Health Determinants of Formerly Homeless Individuals Living in Permanent Housing in Detroit (2018). |
| 4 March 28th | • Discuss photos  
• Create narratives  
• Choose final pieces  
• Co-create class introduction/framing of the project | Bring 4-8 NEW images to class (8x10ish)  
Bring re-worked narratives from last session to class  
Addressing Economic Devastation and Built Environment Degradation to Prevent Violence: A Photovoice Project of Detroit Youth Passages. (2013)  
To be seen or not to be seen: Photovoice, queer and trans youth, and the dilemma of representation. (2015) |
| 5          | • Photovoice                                                              | Bring your                                                                                                                                 |
Assignments

**Participation:** 25% (250 points)
**Final Self Reflection:** 15% (150 points)
**Photovoice Project:** 50% (500 points)
**Canvas Posts:** 10% (100 points)

**Submission of Assignments**

*All assignments must be submitted online via Canvas at or before the time it is due* as indicated on the syllabus. If you are unable to submit online for any reason, email me your assignment directly. If you do not contact me to explain that Canvas is not working, and do not email the assignment, your assignment will be considered late.

Occasionally, unforeseen circumstances arise (e.g., illness, personal or family emergency) which may make it difficult for you to complete the assignment by its designated due date time. Should this happen, it is YOUR responsibility notify me. At my discretion, your request for an extension of an assignment past its due date may be granted, usually for no longer than one week past the due date. I reserve the right to deduct points for late assignments or not to accept late assignments, particularly at the end of the semester.

**Participation – 25% - 250 points**

DUE – April 15th, 11:59pm

Participation is broadly defined. Participation refers showing up to class (in a timely manner), asking questions, applying course concepts to questions about your own experiences, contributing to the learning of others, participating in online discussions on Canvas above and beyond the ordinary requirements, providing accurate and respectful feedback to others, sharing resources with classmates, identifying any unique learning needs or problems to the professor, and utilizing office hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments. This course will be led in a seminar style, meaning there may be some didactic portions at the beginning of class, but the majority of the class period will consist of group discussion where I or your classmate is merely a facilitator. The success of this course depends upon our ability to have an informed discussion. By informed I mean that your responses, opinions, and answers can be explicitly connected to the readings,
your practice/community experiences, and can reflect your knowledge and understanding of the subject area. Come to class with questions and ideas for discussions. Class contributions should focus on relevant course concepts and professional practice experiences. Participation can and should be done both in the classroom and on the discussion boards online, as is relevant.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Performance</th>
<th>Points (200 max)</th>
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<tbody>
<tr>
<td>Frequency of participation in class</td>
<td>Student initiates contributions more than once in each class session/online discussion, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute, in person or online. Student does not comment overzealously or to the exclusion of other learners.</td>
<td>100</td>
</tr>
<tr>
<td>Quality of comments</td>
<td>Comments in person and online are always insightful &amp; constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions &amp; specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.</td>
<td>70</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>Student listens attentively when others present materials and perspectives, and contribute comments that build on others’ remarks. Student expresses disagreement in a professional and respectful manner.</td>
<td>80</td>
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<tr>
<td>Total</td>
<td></td>
<td>250</td>
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*Modified from Eberly Center for Teaching Excellence

**Self Reflection – 150 points**
DUE – April 15\textsuperscript{th}, at 11:59

You will write one 3- 4 page long journal entry (or alternatively: a 10-15 minute long video with captions) at the send of the semester in response to the readings, activities, videos, project, event, and debriefs. This entry should be self-reflective and written in first person; you will not lose points for acknowledging concerns, biases, privileges, apprehensions, etc. Rather, you are asked to be honest and forthright about your response to the class and its content. If readings are mentioned, they should be cited – additional citations are not required. This should be submitted through Canvas. Only I will be reading these journal entries (they will not be shared with the class).

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<thead>
<tr>
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<tr>
<td>Accuracy</td>
<td>Journal entry represents the author’s ideas, thoughts, or conclusions accurately, fairly, and eloquently. It shows a firm understanding of the implications of each author’s argument(s), or asks questions when there is not a firm conclusion. It is authentic to the author, and not regurgitating thoughts already shared in the class or from others.</td>
<td>60</td>
</tr>
<tr>
<td>Argument</td>
<td>Journal entry fully meets the requirements of the assignment. It explores implications of chosen ideas for the assigned topic in thoughtful and/or original ways. It makes convincing and personalized case for why selected key ideas connect and/or uses texts, class discussions, and/or lectures to support.</td>
<td>60</td>
</tr>
<tr>
<td>Clarity and Presentation</td>
<td>Journal entry consistently uses precise and unambiguous wording. It has clear and lucid sentence structure. It has minimal use of quotations and effectively frames first-person perspective in the text. It is clean, correctly formatted in APA style (12-point font, Times New Roman or Arial, 1” margins), and written in full sentences. All citations (if there are any) are properly attributed and cited in a consistent style. There are virtually no spelling or grammatical errors. If a video is chosen, captions or a transcription should be included and accurate. This should not be simply read from a piece of paper, but rather, more of a video diary.</td>
<td>30</td>
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<tr>
<td>Total</td>
<td></td>
<td>150</td>
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*Modified from Eberly Center for Teaching Excellence

**Canvas Posts**
DUE – First one by March 1st, second one by April 1st, 11:59pm. Responses should be throughout the semester, are due by April 15\textsuperscript{th}, 11:59pm.
The purpose of this assignment is to connect Photovoice with the communities you care about, work with, are part of, etc. You should create AT LEAST two posts (minimum) on Canvas discussing who these communities are, and how Photovoice has benefited/been used by, or could be use by/benefit them. You can find existing peer reviewed articles, youtube videos, blog posts, etc., of examples of photovoice in these communities, or think through who organizational partners might be, or even look for funding sources and discuss how you might apply for them. Each post should be a MINIMUM for 250 words.

You will also be asked to write a MINIMUM of 5 responses to your peers’ posts, helping them think through these processes and projects. “I agree” or “very interesting!” is not a response; rather, each response should be a minimum of 100 words. Additional responses are welcome, and will be counted towards participation. PLEASE DO NOT SAVE ALL YOUR RESPONSES FOR THE LAST WEEK OF CLASS.

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<tr>
<td>Posts</td>
<td>Each post is thoughtful, responsive to a community in which the student is engaged, demonstrates understanding of photovoice (including challenges), is well supported, is a minimum of 250 words, and is an appropriate level for a graduate course.</td>
<td>50</td>
</tr>
<tr>
<td>Responses</td>
<td>Each response is thoughtful, is directly connected to the original post, thoughts are well supported, is a minimum of 100 words, and is an appropriate level for a graduate course.</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
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**Photovoice Project – 50% (500 points)**

DUE throughout the semester. Some in class discussion of the images, their meaning, what narratives might accompany them, and engagement at the final communal event are all included as part of this assignment. The tangible deliverables are as follows:

**Week 3:** Take a variety of photos between sessions 2 and 3. Bring 4-8 printed (a regular printer is fine – full on photos not required yet) photos you have taken and would like to share/discuss with the class. Please also email these to skattari@umich.edu at least 2 hours BEFORE class begins.

**Week 4:** Take a variety of photos between sessions 3 and 4. Bring 4-8 printed NEW (a regular printer is fine – full on photos not required yet) photos you have taken and would like to share/discuss with the class. Please also email these to skattari@umich.edu at least 2 hours BEFORE class begins. Also bring your narratives that we worked on last session that you have re-worked a bit and that go with the images from last week.

**Week 5:** Please bring your final selected images, printed as photos (you can use a local place like Costco, FedEx, etc. or order online as long as they are ready for the 11th). These can be glossy or matte, color or black and white. They should be 8x10 – I will provide the matting needed for them. Please also bring your finalized narratives, typed, in size 14-18 font, printed in black ink on white paper in Arial or Times New Roman font.

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<tr>
<td>Quality</td>
<td>Photos taken are thoughtful and connected to the topic co-created by the learning community. They embody the concepts learned as part of the Photography 101 lecture/discussion. In class discussions to create and reform the narratives take these pieces to a new level, rather than just describing each of the images.</td>
<td>200</td>
</tr>
<tr>
<td>Accuracy</td>
<td>All of the pieces of the assignment are met, in a timely manner. 4-8 new and relevant photos are provided each week, and the narratives not only match the photos, but have be re-worked to included feedback from peers and facilitator.</td>
<td>150</td>
</tr>
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Event

Individual is not only in physical attendance at the event, but is emotionally present with the community and stakeholders. They are committed to sharing their experiences, helping to inform policy and structural change, and willing to engage in discussions about their process in their class.

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td>500</td>
</tr>
</tbody>
</table>

*Modified from Eberly Center for Teaching Excellence*

**Course Grades**

The University of Michigan, School of Social Work, Master’s Program grades on a 9.0 grading scale, which translates to the following:

- 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  0.0
- E  0.0

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+
- 93-96.9 = A
- 90-92.9 = A-
- 87-89.9 = B+
- 83-86.9 = B
- 80-82.9 = B-
- 77-79.9 = C+
- 73-76.9 = C
- 70-72.9 = C-
- 67-69.9 = D+
- 63-66.9 = D
- 60-62.9 = D-

**Grade Contestation**

As a program, we strongly discourage grade grubbing of any kind regarding your papers. Grade grubbing is defined as begging, pleading, arguing, bribing, crying, or in any way asking for a higher grade. Instead, we encourage you to discuss why you lost points and what you can do to improve for the future.

If, however, you feel strongly that you have a valid dispute about a grade on an assignment, you should submit a statement in writing explaining the mistake you think has been made and what alternate grade you suggest. Make an appointment with me (your professor) to discuss the grade in person. Note that re-reading an assignment submission can result in either a lower or a higher grade and that this grade will be final.

**Mental Health**
University of Michigan is committed to advancing the mental health and wellbeing of its students. Health and wellness encompasses situations or circumstances that may impede your success within the program. 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, including our CAPS impeded counselor here in the SSW. 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. For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/.

**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 734-764-7793 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. 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-ADAcompliance@umich.edu. 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/.

**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/) and the UM Child Care gateway (http://www.hr.umich.edu/childcare/). You are welcome to bring your children to class as needed; I just ask that you do your best to help keep them settled and from disturbing other students' learning processes. Social justice means including families.

**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 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, Mary Ruffalo.

**Campus Commitment and "Expect Respect" campaign**
A respectful, supportive, and welcoming environment is necessary for student learning. The University of Michigan has developed the Campus Commitment within the Expect Respect initiative as 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." For more information on this program please read http://hr.umich.edu/oie/cc/index.html. 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.