



<b>Course title:</b>	Social Justice and Diversity in Social Work
<b>Course #/term:</b>	SW504, Fall 2019
<b>Time and place:</b>	Tuesdays, 2-5pm, [Room #2752]
<b>Credit hours:</b>	3
<b>Prerequisites:</b>	--
<b>Instructor:</b>	Shanna K. Kattari
<b>Pronouns:</b>	she/her/hers
<b>Contact info:</b>	<b>Email:</b> <a href="mailto:skattari@umich.edu">skattari@umich.edu</a> (preferred) <b>Phone:</b> [734.763.0074] You may expect a response within 48 hours
<b>Office:</b>	4706
<b>Office hours:</b>	Mondays 4-5pm, Tuesdays 1-2pm, and by appointment

## 1. Course Statement

### a. Course description

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

### b. Course content

Students will actively explore how societal power and diversity characterize and shape the human experience, and are critical to the formation of social structures, cultural understandings, group and organizational processes, and identities. The dimensions of

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

#### **c. Course 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 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)

#### **d. Course design**

This class will strive to foster a learning environment where each student can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources of their beliefs and perspectives. This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and

knowledge. It involves lectures, video, and participation in experiential activities. Additionally, this course will provide a forum to critically examine how our multiple status locations, societal constructions, and social processes shape our beliefs, assumptions, behaviors, and life experiences. Special attention will also be given knowledge about justice and change, and principles of change towards justice.

**e. Curricular themes**

**Theme Relation to Multiculturalism & Diversity**

...is addressed from the perspective of critically considering how diverse dimensions (such as ability; age; class; color; culture; ethnicity; family structure; gender - including gender identity and gender expression; marital status; national origin; race; religion, spirituality or worldview; sex; and sexual orientation) are socially constructed, embedded in societal structures across system levels, and maintained through social processes and intra and interpersonal relationships and schemas.

**Theme Relation to Social Justice**

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

**Theme Relation to Promotion, Prevention, Treatment & Rehabilitation**

...is addressed from the perspective of critically considering how varied ideological, theoretical and empirical perspectives influence the definition of social problems and, subsequently, the ways in which institutional policies and practices address access, promotion, prevention, treatment, and rehabilitation.

**Theme Relation to Behavioral and Social Science Research**

...will be reflected in the theory, social science literature and research covered characterizing and analyzing macro-level structures, processes and their bearing and implications for the well-being of different vulnerable and disadvantaged groups and populations in society, as well as how marginalized groups exert agency and influence society.

**f. Relationship to social work ethics and values**

The NASW Code of Ethics will be used to give students direction about ethical issues as they relate to the experience of marginalized groups. The course will focus on social workers' responsibility as professionals to promote general welfare by working toward the elimination of discrimination, expanding choices for all persons, encouraging respect

for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

**g. Intensive focus on PODS**

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.

**2. Class Requirements**

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a. Text and class materials

This class does not require a physical text. All readings, media, and handouts from recent social science/medical journals and pertinent news articles and/or social media publications, blogs, short videos, and other sources will distributed to students via Canvas. This course will also include supplemental videos and social media use to enhance and support your learning experience. All items are posted in advance.

b. Class schedule

<b>Session</b>	<b>Topics Covered</b>	<b>Items DUE</b>	<b>Readings – To be read prior to class</b>
1 Sept 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Overview of Class</li> <li>• Review syllabus</li> <li>• Basic Definitions</li> </ul>		Syllabus
2 Sept 10 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Frameworks for engaging social justice and difference</li> </ul>		Dessel, A., Rogge, M. E., & Garlington, S. B. (2006). Using intergroup dialogue to promote social justice and change. <i>Social work</i> , 51(4), 303-315. <a href="https://academic.oup.com/sw/article-abstract/51/4/303/1914668">https://academic.oup.com/sw/article-abstract/51/4/303/1914668</a>

			<p>Miller, J., Donner, S., &amp; Fraser, E. (2004). Talking when talking is tough: Taking on conversations about race, sexual orientation, gender, class and other aspects of social identity. <i>Smith College Studies in Social Work</i>, 74(2), 377-392.</p> <p>Resistance to Social Justice Education. On Canvas.</p> <p>Suárez-Orozco, C., Casanova, S., Martin, M., Katsiaficas, D., Cuellar, V., Smith, N. A., &amp; Dias, S. I. (2015). Toxic rain in class: Classroom interpersonal microaggressions. <i>Educational Researcher</i>, 44(3), 151-160.</p>
3 Sept 17 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Oppression, Marginalization, and Appropriation</li> </ul>	Assignment DUE: Who Am I?	<p>Young, I. M. (2000). Five faces of oppression. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters, and X. Zuniga (Eds.) <i>Readings for diversity and social justice: An anthology on racism, sexism, anti-Semitism, heterosexism, classism and ableism</i> (pp. 35-49). New York: Routledge.</p> <p>Chapter 1. Culture In F.F Marsiglia, &amp; S. Kulis, (2009). <i>Diversity, oppression and change</i> (pp. 2-25). Chicago: Lyceum Books, Inc.</p> <p>The 1491s. (2012) I'm an Indian too. Retrieved from: <a href="https://www.youtube.com/watch?v=9BHvpWP2V9Y">https://www.youtube.com/watch?v=9BHvpWP2V9Y</a></p>
4 Sept 24 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Intersectionality</li> <li>• Systemic Oppression</li> </ul>	Assignment DUE: Journal #1	<p>Crenshaw, K. (2015). Why intersectionality can't wait. Retrieved from <a href="https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/?utm_term=.3e1cc135c280">https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/?utm_term=.3e1cc135c280</a></p> <p>Abrams, L. S., &amp; Moio, J. A. (2009). Critical race theory and the cultural competence dilemma in social work education. <i>Journal of Social Work Education</i>, 45(2), 245-261.</p> <p>Chapter 2. Cultural diversity, oppression, and action: A culturally-grounded paradigm. In F.F Marsiglia, &amp; S.</p>

			Kulis, (2009). <i>Diversity, oppression and change</i> (pp. 32-51). Chicago: Lyceum Books, Inc.
5 Oct 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• The historical context of power, privilege and oppression</li> <li>• Policies related to power and social inequity</li> </ul>		<p>Chapter 1. Imperialism, History, Writing, and Theory. In L. T. Smith (2012). <i>Decolonizing methodologies: Research and Indigenous peoples</i> (pp. 20-43). New York: Zed Books.</p> <p>Mayeno, L. (2015). Seeing and naming racism in nonprofits and public organizations. Retrieved from: <a href="http://www.mayenoconsulting.com/wordpress/seeing-and-naming-racism-in-nonprofit-and-public-organizations/">http://www.mayenoconsulting.com/wordpress/seeing-and-naming-racism-in-nonprofit-and-public-organizations/</a></p> <p>Sánchez, R. (2006). On a critical realist theory of identity. In L. M. Alcoff, M. Hames-García, S. P. Mohanty, &amp; P. M. L. Moya (Eds.), <i>Identity politics reconsidered</i> (pp. 31-52). New York: Palgrave MacMillen.</p>
6 Oct 8 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Identity and social justice</li> </ul>		<p>Abdel-Mageid, Y. (2014). What does my headscarf mean to you? Retrieved from: <a href="https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you">https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you</a></p> <p>Lesser, J. G., &amp; Pope, D. S. (2011). Chapter 4: Identity Development. In <i>Human Behavior and the Social Environment: Theory and Practice</i>, 2<sup>nd</sup> edition (pp. 93-122). Boston: Allyn &amp; Bacon.</p> <p>Quiros, L. &amp; Dawson, B. A. (2013). The color paradigm: The impact of colorism on the racial identity and identification of Latinas. <i>Journal of Human Behavior in the Social Environment</i>, 23 (3), 287-297. DOI: 10.1080/10911359.2012.740342.</p> <p>Ted Talk: The Dangers of a Single Story - Chimamanda Ngozi Adichie <a href="https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en">https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en</a></p>
7 Oct 15 <sup>th</sup>	<b>NO CLASS – FALL BREAK</b>	--	<b>NO CLASS – FALL BREAK</b>

<p>8 Oct 22<sup>nd</sup></p>	<p>Multiculturalism Structural Issues</p>	<p>Assignment DUE: Social Justice MixTape</p>	<p>Kincheloe, J. &amp; Steinberg, S. (1997). Introduction: What is multiculturalism? In J. Kincheloe and S. Steinberg (Eds.) <i>Changing multiculturalism</i> (pp. 1-26). Philadelphia, PA: Open University Press.</p> <p>Pasulka, N. (2015). The Case of CeCe McDonald: Murder—or Self-Defense Against a Hate Crime?. <a href="https://www.motherjones.com/politics/2012/05/f-mcdonald-transgender-hate-crime-murder/">https://www.motherjones.com/politics/2012/05/f-mcdonald-transgender-hate-crime-murder/</a></p> <p>Linguistic Racism: <a href="https://rootsofjusticetraining.org/2014/04/linguistic-racism/">https://rootsofjusticetraining.org/2014/04/linguistic-racism/</a></p>
<p>9 Oct 29<sup>th</sup></p>	<p>Gender Diversity</p>	<p>Extra credit if you dress up! (in any way, shape or form that is not appropriate or transphobic)</p>	<p>Chong, Y.W. (2012). Beyond the gender binary. Retrieved from: <a href="https://www.youtube.com/watch?v=Lm4vxZrAig">https://www.youtube.com/watch?v=Lm4vxZrAig</a></p> <p>Coyote, I. (2016). Why we need gender neutral bathrooms. Retrieved from: <a href="https://www.ted.com/talks/ivan_coyote_why_we_need_gender_neutral_bathrooms">https://www.ted.com/talks/ivan_coyote_why_we_need_gender_neutral_bathrooms</a></p> <p>Haimson, O. L. &amp; Airton, L. (2019). Making space for them, her, him, and ‘prefer not to disclose’ in group settings: Why pronoun-sharing is important but must remain optional. Retrieved from <a href="https://medium.com/national-center-for-institutional-diversity/making-space-for-them-her-him-and-prefer-not-to-disclose-in-group-settings-why-1deb8c3d6b86">https://medium.com/national-center-for-institutional-diversity/making-space-for-them-her-him-and-prefer-not-to-disclose-in-group-settings-why-1deb8c3d6b86</a>.</p> <p>Rankin, S. &amp; Beemyn, G. (2012). Beyond a binary: The lives of gender-nonconforming youth. <i>About Campus</i> 17(4), 2-10.</p>
<p>10 Nov 5<sup>th</sup></p>	<ul style="list-style-type: none"> <li>Historical Trauma and Decolonizing</li> </ul>		<p>Evans-Campbell, T. (2008). Historical trauma in American Indian/Native Alaska communities: A multilevel framework for exploring impacts on individuals, families, and communities. <i>Journal of Interpersonal Violence</i>, 23(3), 316-338. 10.1177/0886260507312290</p> <p>Linn, W. (2013). Knock-off Native. Retrieved from: <a href="https://www.youtube.com/watch?v=i_zFOsd_pgA">https://www.youtube.com/watch?v=i_zFOsd_pgA</a></p>

			<p>Tuck &amp; Yang. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, Education &amp; Society</i> 1(1), 1-40.</p> <p>Ted Talk: 'Don't Ask Where I'm From, Ask Where I'm a Local'- Taiye Selasi  <a href="https://www.youtube.com/watch?v=LYCKzpXEW6E">https://www.youtube.com/watch?v=LYCKzpXEW6E</a></p>
11 Nov 12 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Critical Analysis of Privilege</li> <li>• Allyship</li> <li>• Accomplices</li> </ul>	<p>Assignment DUE: Journal #2</p>	<p>Boutte, G. S. &amp; Jackson, T. O. (2014). Advice to white allies: Insights from faculty of color. <i>Race, Ethnicity and Education</i> 17(5), 623-642.</p> <p>Jakubowski, K. (2015). Diversity is not a certificate: How to dismantle oppression at your workplace. Retrieved from:  <a href="http://everydayfeminism.com/2015/02/dismantling-oppression-at-work/">http://everydayfeminism.com/2015/02/dismantling-oppression-at-work/</a></p> <p>McIntosh, P. (2012). How studying privilege systems can strengthen compassions. Retrieved from:  <a href="https://www.youtube.com/watch?v=e-BY9UEewHw">https://www.youtube.com/watch?v=e-BY9UEewHw</a></p> <p>McKenzie, M. (2015). How to tell the difference between really allyship and “ally theater.” Retrieved from <a href="http://www.blackgirldangerous.com/2015/11/ally-theater/">http://www.blackgirldangerous.com/2015/11/ally-theater/</a>.</p> <p>U.S. Department of Justice. (March 4, 2015). Investigation of the Ferguson police department.  <a href="https://www.socialworkers.org/pace/why_run.asp">https://www.socialworkers.org/pace/why_run.asp</a></p>
12 Nov 19 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Disability as social identity</li> </ul>	<p>Assignment DUE: Group Presentations</p>	<p>Brown, L.X.Y. (2016). Ableism/language. Retrieved from <a href="http://www.autistichoya.com/p/ableist-words-and-terms-to-avoid.html">http://www.autistichoya.com/p/ableist-words-and-terms-to-avoid.html</a></p> <p>DeWolfe, K., Perry, M., Stohlmann-Rainey, J., &amp; Collings, A. (2019). 28 Ways to Make the World Less Hostile to Mad, Neurodivergent, and Psychiatrically Disabled People.</p>



			<p><a href="https://www.radicalabolitionist.org/radical-abolitionist/2019/2/15/26-ways-to-make-the-world-less-hostile-to-mad-neurodivergent-and-psychiatrically-disabled-people">https://www.radicalabolitionist.org/radical-abolitionist/2019/2/15/26-ways-to-make-the-world-less-hostile-to-mad-neurodivergent-and-psychiatrically-disabled-people</a></p> <p>Dupre, M. (2012). Disability culture and cultural competency in social work. <i>Social Work Education: The International Journal</i>, 31(2), 168-183. DOI: 10.1080/02615479.2012.644945.</p> <p>Landau, E. (2015). Why person first language doesn't always put the person first. Retrieved from <a href="https://www.thinkinclusive.us/why-person-first-language-doesnt-always-put-the-person-first/">https://www.thinkinclusive.us/why-person-first-language-doesnt-always-put-the-person-first/</a></p> <p>Mackelprang, R. W., &amp; Salsgiver, R. O. (2015). Chapter 2: Human Development and Disability. Theories of Human Development Related to Identity, Social-Ecological Model of Human Development, Summary, and Personal Narrative. <i>Disability: A Diversity Model Approach in Human Service Practice</i>, 3<sup>rd</sup> Edition (pp. 65 -95). Chicago: Lyceum.</p> <p>Ted Talk: I'm Not Your Inspiration, Thank You Very Much! - Stella Young <a href="https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much?language=en">https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much?language=en</a></p>
13 Nov 26 <sup>th</sup>	<ul style="list-style-type: none"> <li>Online Activism United</li> </ul>	<p><b>NO IN PERSON CLASS</b></p> <p>Assignment Due: Proposal for Final Project</p>	<p>Clark, R. (2016). "Hope in a hashtag": the discursive activism of #WhyIStayed. <i>Feminist Media Studies</i>, 16(5), 788-804.</p> <p>Gonzalez, K. A., Ramirez, J. L., &amp; Galupo, M. P. (2017). "I was and still am": Narratives of Bisexual Marking in the #StillBisexual Campaign. <i>Sexuality &amp; Culture</i>, 21(2), 493-515.</p> <p>Mock, J. (2012). My journey (so far) with #GirlsLikeUs: Hoping for sisterhood, solidarity and empowerment. Retrieved from <a href="http://janetmock.com/2012/05/28/twitter-girlslikeus-campaign-for-trans-women/">http://janetmock.com/2012/05/28/twitter-girlslikeus-campaign-for-trans-women/</a></p> <p>Stephen, B. (2015). Social media help Black Lives</p>

			<p>Matter fight the power. Retrieved from:  <a href="https://www.wired.com/2015/10/how-black-lives-matter-uses-social-media-to-fight-the-power/">https://www.wired.com/2015/10/how-black-lives-matter-uses-social-media-to-fight-the-power/</a></p> <p>Vance, J.D. (2016). Ted Talk: American's forgotten working class. Retrieved from  <a href="https://www.ted.com/talks/j_d_vance_american_s_forgotten_working_class/discussion">https://www.ted.com/talks/j_d_vance_american_s_forgotten_working_class/discussion</a></p> <p>Wanshel, E. (2016). People who are not disabled need to check out #AbleismExists right now. Retrieved from  <a href="http://www.huffingtonpost.com/entry/dominick-evans-ableismexists-twitter-discrimination-against-disabled-people_us_571902c9e4b0c9244a7b2eb9">http://www.huffingtonpost.com/entry/dominick-evans-ableismexists-twitter-discrimination-against-disabled-people_us_571902c9e4b0c9244a7b2eb9</a></p> <p>Take some time to explore  <a href="http://www.microaggressions.com/">http://www.microaggressions.com/</a></p>
14 Dec 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Sexuality as a location for domination and power</li> <li></li> </ul>	<p>Assignment DUE: Journal #3</p>	<p>Atteberry-Ash, B., Speer, S. R., K. Kattari, S., &amp; Kinney, M. K. (2019). Does it get better? LGBTQ social work students and experiences with harmful discourse. <i>Journal of Gay &amp; Lesbian Social Services</i>, 1-19.</p> <p>Canning, D. A. (2015). Queering asexuality: Asexual-inclusion in queer spaces. <i>McNair Scholars Research Journal</i>, 8(1), 6.</p> <p>Pharr, S. (2011). Homophobia as a weapon of sexism. In T. E. Ore (Ed.) <i>The social construction of difference and equality: Race, class, gender and sexuality</i> (pp. 631-641). New York: McGraw Hill.</p> <p>Things bisexual people are tired of hearing. (2014). Retrieved from:  <a href="https://www.youtube.com/watch?v=k6SXrK0I-ZA">https://www.youtube.com/watch?v=k6SXrK0I-ZA</a></p> <p>Latinos talk about coming out (2016). Retrieved from:  <a href="https://www.youtube.com/watch?v=KkQ2kTa4Rgk">https://www.youtube.com/watch?v=KkQ2kTa4Rgk</a></p>
15 Dec	<ul style="list-style-type: none"> <li>Social Class as Location</li> </ul>	<p>Assignment DUE:</p>	<p>Alexander, M. (2012). The New Jim Crow. In M. Alexander (Ed.) <i>The New Jim Cross Mass</i></p>

10 <sup>th</sup>	<ul style="list-style-type: none"> <li>What Next?</li> </ul>	Final Assignment	<p>Incarceration in the age of Color Blindness (pgs. 178-220). NY: The New Press.</p> <p>Kraus, M.W., Piff, P.K., &amp; Keltner, D. (2011). Social class as culture: The convergence of resources and rank in the social realm. <i>Current Directions in Psychological Science</i>, 20, 246-250).</p> <p>New Detroit: The Coalition. (2019). Multicultural Leadership Series: Hispanic/Latino Session. <i>[Just skim]</i></p> <p>Newitz, A., &amp; Wray, M. (2004). What is 'White Trash'? Stereotypes and economic conditions of poor whites in the United States. In M. Hill (Ed.), <i>Whiteness: A critical reader</i> (pp. 168-184). New York: New York University Press.</p> <p>Voting is Social Work (On Canvas)</p> <p>When the Bough Breaks Episode:  <a href="https://login.proxy.lib.umich.edu/login?url=https://search.alexanderstreet.com/view/work/2677862/clip/135775">https://login.proxy.lib.umich.edu/login?url=https://search.alexanderstreet.com/view/work/2677862/clip/135775</a></p>
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c. Assignments

- Participation:** 20% (200 points)
- Who Am I Paper or Video:** 15% (150 points)
- Social Justice MixTape:** 15% (150 points)
- Self-Reflexive Journals (3):** 15% (150 points, 50 points each)
- Group Presentation:** 15% (150 points)
- Final Project:** 20% (proposal is 40 points, product is 160 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 the professor your assignment directly. If you do not contact the professor to explain that Canvas is not working, and do not email the assignment, your assignment will be considered late.*

**Participation – 20%**DUE – December 12<sup>th</sup>, end of day.

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, providing accurate and respectful feedback to others, 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. Class contributions should focus on relevant course concepts and professional practice experiences. Monopolizing space or contributing off topic is not considered participation. Participation can and should be done both in the classroom and on the discussion boards online. Simply attending class alone is not enough for a successful participation grade.

<b>Criteria</b>	<b>Exemplary Performance</b>	<b>Points (200 max)</b>
<b>Frequency of participation in class</b>	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.	<b>60</b>
<b>Quality of comments</b>	Comments in person and online are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.	<b>70</b>
<b>Listening Skills</b>	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.	<b>70</b>
<b>Total</b>		<b>200</b>

\*Modified from Eberly Center for Teaching Excellence

**Who Am I – 15%**DUE – Sept 17<sup>th</sup>, 2pm

The purpose of this project is for students to explore their own values, experiences, and biases and to better understand how their social location influences who they are and how they see the world.

Papers or videos must be evident of both thoroughness and thoughtfulness. Students are expected to put time and effort into this assignment. Submissions that are not reflective of considerable time and effort will not receive any credit. It is important that students answer the prompts honestly. I am the only one who will be reading/watching this assignment.

This is an opportunity for students to consider what their answers reveal about who they are and how this shapes them as a person and a future social worker or educator.

Do not read or write the text of the questions in your video or paper. I know the questions and will have a copy of them when I am reviewing your submission. Instead, use the limited time you have to focus on your answers. I also want to encourage you to focus on salient experiences that cut across multiple questions/aspects of your identity and avoid answering each question one by one. There are simply too many questions and many of them overlap.

A strong video/paper will focus on key experiences in your life that shaped your attitudes about different aspects of your identity. For example, you could first discuss messages you received in your family about race, gender, religion, sexuality, etc. and then move to important experiences you had in the community that taught you what behaviors were appropriate and desirable.

You don't have to do it exactly this way, but it will be more manageable than answering each question individually given the time requirements. What is most important is that you take time to really think about the questions, reflect on your life experiences, and synthesize them together in the video to communicate how you developed your identity and worldview.

The depth of your effort and self-reflection for this assignment will determine the depth of your learning. You are encouraged to take time to think about the questions, reflect on your life experiences, and synthesize them together in the essay to communicate how you developed your identity and worldview.

1. Introduce yourself. Write ~1 page about who you are; where you are from, where you grew up, etc. Consider how you might introduce yourself to a new roommate. What are the important things you think they need to know about who you are?

2. Into what social and economic class (SES) were you born? Did this change over time? If so, how so? How did you know what SES you belonged to? How did you know what SES you did not belong to? What messages have you received about your SES? From whom? Where? What messages have you received about those who are of different SES statuses? From whom? Where? How have these messages shaped your current thought about those who are of the same/different SES as you? Give at least one specific example of how your SES has affected your life.
3. What is your gender identity (NOTE: not just in the sex binary of male/female, but think about whether you might identify as cisgender, transgender, non-binary, etc.)? How do you express your gender identity? Has this changed over time? If so, how? What messages have you received about your gender identity and others who are of the same gender identity as you? From whom? Where? What messages have you received about those who are of different gender identities? From whom? Where? How have these messages shaped your current thought about those who are of the same/different gender identity as you? Give at least one specific example of how your gender identity has affected your life.
4. What is your sexual orientation? Has this changed over time? If so, how? What messages have you received about your sexual orientation and others who are of the same sexual orientation as you? From whom? Where? What messages have you received about those who are of different sexual orientations? From whom? Where? How have these messages shaped your current thought about those who are of the same/different sexual orientation as you? Give at least one specific example of how your sexual orientation has affected your life.
5. How do you identify racially/ethnically? Has this changed over time? If so, how? What messages have you received about your race/ethnicity and others who are of the same race/ethnicity as you? From whom? Where? What messages have you received about those who are of different race/ethnicity? From whom? Where? How have these messages shaped your current thought about those who are of the same/different race/ethnicity as you? Give at least one specific example of how your race/ethnicity has affected your life.
6. How do your body and mind move through the world? What is your identity around your ability or disability status? Would you say you are neurotypical or neurotypical? Is this identity the same as it has always been, or has it shifted? What may have helped it to shift? Does this identity change based on the contexts you are in? What are the messages you receive regarding this identity? Give at least one specific example of how your disability status has affected your life.
7. Are you religious? How do you identify religiously, if at all? Is this the same or different as your family of origin? Your family of choice? What does it mean to hold this identity in your community? Has this identity ever been challenged? What messages exist in the world about people who share this identity? If you do not have a religious identity, what has that experience been like for you? Give at least one specific example of how your religious identity (or lack thereof) has affected your life.

8. Read your answers to the questions above. Ask yourself: *What have I NOT said? Why not? What things did I not explain because I believed the reader shared my common experience?* Upon reflection, identify a cultural group that might be a personal challenge for you as you move into the profession of social work. Write/speak and explain how/why you believe this group would be a challenge for you. Remember the group must fit one of the cultural clusters above (SES, gender identity, sexual orientation, race/ethnicity, disability status, religious identity)

**Expected Length:** Papers should be 5-8 pages (Times New Roman 12, double spaced, 1" margins) and in APA format. Videos should be 15-25 minutes in length. No citations are needed – this should be 100% based on reflection of your own identities and experiences in moving through the world.

<b>Criteria</b>	<b>Exemplary Performance</b>	<b>Points (150 each)</b>
<b>Authenticity</b>	Paper/video represents the author's ideas, thoughts, or conclusions accurately, fairly, and eloquently. It is authentic to the author and their own experiences, and not regurgitating thoughts already shared in the class or from others. It shows willingness to be self-reflexive and vulnerable. It moves beyond simply recitation of facts and identities.	<b>100</b>
<b>Clarity and Presentation</b>	Paper/video 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, reaching minimum page length. There are virtually no spelling or grammatical errors.	<b>50</b>
<b>Total</b>		<b>150</b>

\*Modified from Eberly Center for Teaching Excellence

**Social Justice MixTape – 15%**

DUE – Oct 22<sup>nd</sup>, 2pm

For this assignment, I would like you to think about your social justice journey. This can include what you were taught as a child or teen, your process around realizing/naming your identities, experiences you have had around power, privilege, and/or oppression, times where you have benefited from the oppression of others/times when others have

benefited from your oppression, times where you offered allyship or where you wished you had been better at allyship, a time when you felt helpless in the face of injustice, or any other pieces of your journey around social justice.

I'd would then like you to think about music that relates to/connects to/aligns with these pieces of your journey. Please choose 10 – 15 songs that were or are part of this process. For example, a song sung in your religious institution or community growing up, a song played at a protest, a song playing during a situation when you messed up and said/did the wrong thing, a song in a movie that reaffirmed your identity.

You have some options once you have come up with your songs regarding how to share/turn in your MixTape. You can make a Spotify playlist and send it to me. You can make a list of the videos on YouTube (or make a mix) and send me the link(s). You can burn me a CD of these songs, put them on a jump drive, or create a Dropbox folder. If it is less of the music, and more the lyrics that are relevant for you, please include the lyrics for all of the songs. If it is more the video than the song itself, please ensure the video is included.

Once you have all of your songs in one place, I would also like you to write a bit about each song (1-2 paragraphs per song, including why you chose it, what it means to you, and how this experience has contributed to your social justice journey). Please also include a 1-2 paragraph introducing your Mix Tape, 2-3 paragraphs of where you are in your social justice journey and where you hope to continue to grow (at the end of the song explanations), and a list of Contributors/Acknowledgements (people and/or communities who have support you on this journey).

The MixTapes will be shared with the class (anonymously if you choose); the write up will not be shared unless you choose to share it.

<b>Criteria</b>	<b>Exemplary Performance</b>	<b>Points (150 each)</b>
<b>Authenticity</b>	Accompanying paper represents the author's ideas, thoughts, or conclusions accurately, fairly, and eloquently. It is authentic to the author and their own experiences, and not regurgitating thoughts already shared in the class or from others. It shows willingness to be self-reflexive and vulnerable.	<b>60</b>
<b>Clarity and Presentation</b>	Accompanying consistently uses precise and unambiguous wording. It has clear and lucid sentence structure. It has minimal use of quotations and effectively	<b>60</b>



	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, reaching minimum page length. There are virtually no spelling or grammatical errors.	
<b>MixTape Itself</b>	Song list/CD/YouTube playlist/etc., exists with 10-15 songs, is accessible by the professor to be played/listened to.	<b>30</b>
<b>Total</b>		<b>150</b>

\*Modified from Eberly Center for Teaching Excellence

***Self-Reflexive Journals (3) – 15%, 5% each, Pass/Low Pass/Fail***

DUE – Sept 24<sup>th</sup>, Nov 12<sup>th</sup>, Dec 3<sup>rd</sup> at 2pm

You will write 2-4 page long journal entries THREE TIMES throughout the semester in response to the readings, activities, videos, course content, & guest speakers reflecting on personal values, ethics, perspectives, biases and reactions to engaging with different identity groups, individuals, and potential clients, as well as different frameworks, interventions, and theories. Each 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. These are due before class begins on their due date (but can be submitted early) and should be submitted through Canvas. Only I will be reading these journal entries (they will not be shared with the class).

<b>Criteria</b>	<b>Exemplary Performance</b>	<b>Division</b>
<b>Accuracy</b>	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.	<b>20%</b>
<b>Argument</b>	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.	<b>20%</b>
<b>Clarity and Presentation</b>	Journal entry consistently uses precise and unambiguous wording. It has clear and lucid sentence structure. It has minimal use of quotations and effectively	<b>10%</b>

	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.	
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\*Modified from Eberly Center for Teaching Excellence

**Group Presentations – 15%, Pass/Low Pass/Fail**

DUE – Nov 19<sup>th</sup>, 2pm

This assignment builds on your answers on the Who Am I assignment and the new insights you have gained through your class interactions. Your assignment will focus on a group of people that have been the target of subjugation and/or domination by social structures. I will create learning groups comprised of 3-4 students per group. Each group will have to decide on the group upon which they will focus. Some classroom time will be given for groups to work on these projects, and the assumption is that additional time outside of class (individually or as a group) will be spent to complete these projects.

Learning groups will engage in an assessment of the ways in which power is used to define, subjugate and dominate the identity of targeted people through popular culture mechanisms. Learning groups are expected to provide visual examples of the way that popular culture and mass media create, reinforce, and misrepresent people whose experiences are outside of White heterosexual cisgender straight able-bodied Christian male confines of social rules. The targeted people are identified based on populations of people, not treatment-seeking categories. For example, individuals in nursing care with dementia **would not** meet the requirements of this assignment. Rather, the focus of the assignment will be on people who typically experience biases including people who experience social exclusion based on: race, ethnicity, age, ability, non-Christian religious affiliation, citizenship status, gender identity, and sexual orientation. Referring back to the example previous, an appropriate approach to the assignment would be to focus on older adults or people with disabilities.

Student groups will create a presentation for the class that covers three areas: 1) portrayals of identified social group in pop culture representations, 2) socio-demographic indicators of the identified group (who makes up this group? What does SES look like? Other identities within this group? Health outcomes? And so on), and 3) What are some ways these portrayals impact this group? Why do you think they are portrayed this way?

Presentations may not be longer than 30 minutes to view. There should be a visual component (poster, Powerpoint, Prezi, etc.), and all images should include a description for accessibility. Visual representation should include the context that they were obtained (name of commercial/movie, topic of a billboard, artist, or physical location of art work). It may include pictures taken from your phone of visual representations that you observed in the community, images searched online, movies, etc. The last screen of the presentation will include a reference list of the articles used in the socio-demographic indicators section of the presentation.

Upon completing this assignment, students should have a better understanding of the ways in which our perceptions about historically underrepresented and marginalized groups are shaped and the ways that these perceptions maintain social power for some people at the exclusion of others, as well as ideas on how to engage with communities and clients to better support them.

As the groups are assigned, the learning groups should divide up who will do which part of each presentation. An example division; one person does prevalence and socio-demographic factors about their population, another speaks about portrayal in entertainment/advertisement, and the final person talks about how these messages impact and are operationalized to affect this group. This is completely open to interpretation and the interest areas of the group. After the presentation, each member of each group will rate themselves and other group members based on how much effort each person contributed to the project, so that if one group member winds up completing the majority of the project, they will be recognized for shouldering more of the responsibility.

Students may consider reviewing the website Presentation Zen (<http://www.presentationzen.com>) for ideas and guidelines for designing presentations.

<b>Criteria</b>	<b>Exemplary Performance</b>	<b>Divison</b>
<b>Teamwork:</b>	Team worked well together, and each member contributed in a valuable way to the project. Presentation reflected a high level of mutual respect and collaboration. <ul style="list-style-type: none"> <li>• Team Member Input (15 points)</li> <li>• Instructor Assessment (15 points)</li> </ul>	<b>30%</b>
<b>Subject Knowledge &amp; Contribution</b>	Team met all requirements and objectives, and demonstrated mastery of the course material assigned. The group facilitated lively discussion that showed preparation, critical thinking, and depth of the topic(s).	<b>60 %</b>

<b>Clarity and Presentation</b>	Team presented a clear presentation that was well-organized and easy to follow. Team responded to questions from classmates and instructor well.	<b>60%</b>
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***Final Project – 20%***

DUE – December 12<sup>th</sup>, 11:59pm (Proposal: Nov 27<sup>th</sup>)

The purpose of this project is for students to explore their own values, experiences, and biases and to better understand how their social location influences who they are and how they see the world.

You will select some of our class concepts/frameworks as a lens through which to engage an issue of social justice or the conditions of a marginalized population group (different than the one chosen for the group presentation). You will select from one of three available formats for your final project product. The final project assignment has two components: (1) proposal & (2) final project product. Each component has different due dates. The final project assignment is an individual assignment.

*Proposal (worth 20% of the final project's grade):*

You must submit a 2-page proposal of their final project (with 3-6 references). This proposal must address the type of format you will use for your final project and how it will address course concepts and theories.

*Final Product (worth 80% of the final project's grade):*

Students can choose one of several formats for your final project, including (1) TED talk (10-15 minutes); (2) podcast (10-15 minutes); or (3) an illustrated book/magazine with photographs and articles (at least 20 pages). Another format may be possible, but you must seek professor permission prior to the proposal.

Within your product, you should address yourself and your own len(es)/bias(es), why you chose this population/group, and concept(s) and/or framework(s) from the course you'd use to address the topic of oppression/marginalization. You should also include information about this population group (who are they, who makes up this group, socio-economic factors), what marginalization looks like in the community, how the concepts/framework(s) connect for action. Additionally, please address how social work can address this from micro, mezzo and/or macro perspectives. Feel free to quote others, include resources, etc. – make this a project that you would want to share within your own community/networks.

<b>Criteria</b>	<b>Exemplary Performance</b>	<b>Points (200 max)</b>
<b>Introduction</b>	Introduce yourself and lead with a compelling quote, statement, story or other feature to set up the conversation. Explain why people should pay attention.	<b>30</b>
<b>Introduction of the population or social issue</b>	Make this topic or population real and relevant to your audience. Frame the issue with statistics or evidence of the pressing need/problem. Set up a premise for why analyzing this topic/population will be fresh or novel from your perspective. Give historical or current context as needed (operate as if the audience is not at all familiar with the topic).	<b>35</b>
<b>Introduction of the theoretical framework</b>	Select the most pressing or significant concepts underlying the theme to introduce. Give clear explanations or operational definitions of terms (but don't overuse definitions). Give a clear rationale for why this theory is a strong approach to dissecting or addressing the problem or population issues identified.	<b>35</b>
<b>Theory &amp; Topic Integration</b>	Provide examples of how specific aspects of the theory speak to or address the topic in concrete ways. Introduce the readers/watchers/listeners to a new way of thinking around the use of this theory in combination with this particular issue. Consider and discuss the role of social work as a field/profession and any relevant implications for practice and policy (at micro, mezzo and/or macro levels).	<b>40</b>
<b>Wrap Up</b>	Succinctly summarize the main points of your discussion. Give the readers/watchers/listeners something to think about after they have finished. Thank them for engaging, and connect them with a next step or two.	<b>30</b>
<b>Presentation</b>	The storytelling is clear and coherent. Each argument is convincing and uses evidence from the readings or outside sources to support positions. Consenting is engaging and communicates complex topics in a way that the general public can understand. There is good quality of films/sound/photos/illustrations, and it is clear that thought and effort have been put into this final product.	<b>30</b>
<b>Total</b>		<b>200</b>

ALTERNATIVE ASSIGNMENT:

If you'd prefer, in lieu of a final project with a product (see above), students can participate in the 6-week long social justice dialogue groups. There are two topic options; Mass Incarceration in the U.S. or The State of Immigration in the U.S. Each group meets for six two-hour sessions throughout the fall. To get credit, students must attend ALL six sessions AND write a 4-6 page reflection paper about their experience and how it connect to some of the concepts/frameworks discussed in class. This paper should be double spaced, Times New Roman or Arial, 12-point font, and turned it at the same time as the final project is due.

#### d. Grading

Here is a link to the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

Any late assignment will lose 3 points for each day it is late unless arrangements are made with the professor for an extension prior to the due date. 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 the 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. PLEASE ask for an extension BEFORE the assignment is due.

#### **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-

#### e. Other Policies

##### **Laptop Policy**

Laptops 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, dis/ability 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.

### **University Design for Learning**

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. We do not have a mandated attendance policy; I do ask that you give me a heads up if you will not be attending a session so that I can plan for groups and in-class activities, but participants are not directly connected to missing class. However, not attending several class sessions makes it difficult to participate, and so there may be an impact on a participation grade if the individual does not engage with their peers in other ways.

### **Parenting/Children**

I recognize that many of the students in this class may be parents and/or caretakers for children. While this class is not designed to act as a space for child care, I understand that life happens and do not want you to have to choose between parenting/caretaking

and learning. If your child care fall through or cancels, you are welcome to bring your child(ren) to class as needed on occasion, as long as they are able to sit quietly in the corner or the hall. I'd ask that if they are crying, you move out with them into the hall. Please recognize that some members of our community are immuno-compromised, and so I asked that you not bring children if they are sick. Additionally, topics covered in class may be more mature in content; please assess this when deciding whether or not to include headphones when you set them up prior to class.

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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*