



SW 504: Diversity and Social Justice in Social Work
Section 13 Tuesday 6 pm - 9 pm Room 2752 SSWB



Instructor: Tina Louise, LMSW

Pronouns: She/Her/They/Them

Office: 3764 SSWB

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

Mailbox: 107

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Phone: 248-703-4920 (Please include your name when texting me with questions)

3 Credits, no prerequisites Foundation HBSE Course Approved 4/29/14

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

Course Content

Students will actively explore how societal power and diversity characterize and shape the human experience, and are critical to the formation of social structures, cultural understandings, group and organizational processes, and identities. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. In this course, students will learn how current experiences of privilege and oppression are shaped by historical forces, societal structures, social constructions, group and

interpersonal processes, and human understandings, including an understanding of the institutional, organizational, policy, and socio-cultural arrangements that contribute to them. Additionally, this foundation course will explore formulations of human rights, including positive rights, and negative conditions that need to be eradicated. This course also studies how social justice and injustice occur in organizations, institutions, and society, relevant theories that can inform work for justice (e.g., critical race theory, and components of many theories), and how mechanisms of oppression and privilege work (e.g., marginalization, exploitation, violence, cultural hegemony, and powerlessness).

Course Objectives

Upon successful completion of this course, students will be better able to:

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

Competency	Practice Behavior
4.1 Engage diversity and difference in practice.	Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
4.2 Engage diversity and difference in practice.	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
4.3 Engage diversity and difference in practice.	Recognize and communicate their understanding of the importance of difference in shaping life experiences

4.4 Engage diversity and difference in practice.	View themselves as learners and engage those with whom they work as informants
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Course Design

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

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

Instructor Style: This class is organized around principles of andragogy (adult learning), empowerment, and collaboration. We will develop a co-learning environment that will include presentations, skill building activities and exercises, speakers, and different media.

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

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

Theme Relation to Promotion, Prevention, Treatment and Rehabilitation: is addressed from the perspective of critically considering how varied ideological, theoretical and empirical perspectives

influence the definition of social problems and, subsequently, the ways in which institutional policies and practices address access, promotion, prevention, treatment, and rehabilitation.

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

Relationship to SW Ethics and Values

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

Intensive Focus on PODS [Privilege, Oppression, Diversity and Social Justice]

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

Accommodations for students with disabilities: If you need an accommodation for a disability, please let me know as soon as possible. Many aspects of this course (the assignments, the in class activities, and teaching methods) can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000 or go to <http://www.umich.edu/~sswd/>

Health and Wellness Services: Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates at (734) 936-0961, regarding any health, mental health or wellness issue. This

could include need for advocacy and referral to University or community resources, financial resources or counseling. Also contact Health and Wellness using ssw.wellness@umich.edu.

Student Mental Health and Wellbeing Services: University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

You can also contact Megan Shaughnessy-Mogill, LLMSW Embedded Counselor, School of Social Work by email at mshaughm@umich.edu or stop by their office located on the 4th floor, 4867.

Dependent Care Resources: For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (<http://www.studentswithchildren.umich.edu>). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (<http://www.hr.umich.edu/worklife/>) UM Child Care gateway (<http://www.hr.umich.edu/childcare/>).

Safety & Emergency Preparedness: In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734) 764-SSWB (7793) for up-to-date school closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least two emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAAcompliance@umich.edu.

Office of Student Services School of Social Work | Room 1748

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

Religious Observances: Please notify me if religious observances conflict with class attendance, community participation or due dates for assignments so that we can make appropriate arrangements.

Student Code of Academic and Professional Conduct: All students should be familiar with the Student Code for Academic and Professional Conduct (<http://archive.ssw.umich.edu/studentguide/2014/page.html?section=12&volume=1>) which holds our students to the highest standards of academic and professional conduct. Unacceptable academic behavior refers to actions or behaviors that are contrary to maintaining the highest standards in course work and includes such actions as cheating, plagiarism, falsification of data, aiding and abetting dishonesty and impairment. Any suspected situations of academic misconduct will be discussed with the student and then reported to the Associate Dean for Academic Programs.

Campus Commitment: A respectful, supportive, and welcoming environment are necessary for student learning. The University of Michigan has developed a University-wide educational program that "provides clear definitions of discrimination and harassment prohibited by University policy, as well as contact information for University resources and ways to report concerns. Its goal is to contribute to an environment of civility and respect in which all members of the University community can work and learn." Please contact me if you have any concerns about these issues as they relate to our class or your experience at the UM in general.

Writing Help and Tutoring for Students: Currently, Career Services is in the process of developing a writing assistance program for students who need remedial writing services. Graduate Student Assistants will be available to meet with students individually to help with writing problems. Tutoring in specific SSW courses is also available on a case-by-case basis. Please contact Michelle Woods at micwoods@umich.edu for details. Advisors and instructors can also refer students to the Sweetland Writing Center, located at 1310 North Quad, 105 South State Street. Sweetland offers writing workshops, which are one-on-one meetings with Writing Workshop Faculty. They also offer services for non-native English speakers. For more information about Sweetland, please visit <http://www.lsa.umich.edu/sweetland/>, email them at sweetlandinfo@umich.edu, or call them at (734) 764-0429. Another writing resource is the English Language Institute. For more information, please visit <http://www.lsa.umich.edu/eli>.

IMPORTANT COURSE POLICIES

Attendance: It is important that you attend each class session. Participation and class attendance are professional responsibilities. The class sessions involve skill development experiences that go beyond course readings. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, attendance and participation are expected. It is especially helpful when we share examples from our experience. Also, feel free to draw on current events and literature related to course topics in order to promote our learning.

Due to the nature and importance of content covered during each class session, **if for any reason you must miss a class session, your grade will be lowered five points for each missed session. You may complete a makeup assignment for one missed session only. The make-up assignment is worth five points.** To complete this assignment, find out from other students what was covered in the missed sessions and develop a written make-up plan detailing how you will cover the content presented that day and submit the plan via email for instructor approval. The plan should focus on the topics of the missed session, include a paper on information learned, and should involve three or more hours of effort. **No more than one make-up assignment is allowed for this course.**

Consideration will be given for religious holidays, documented health, family or other kinds of emergencies and no points may be lost or a makeup assignment required.

Assignment Extensions: are given in circumstances in which the student is experiencing an extreme hardship that is interfering with completion of course assignments. If a student is struggling with school/life/work balance, they are encouraged to reach out to me and other university resources for support. Concerns over lack of access to computers and other resources needed to complete assignments may not warrant assignment extensions. If a student needs support with access to computers and other resources, they are encouraged to reach out to me and other university support systems in a timely manner. Late assignments turned in without prior approval will receive a five point deduction.

Audio and Video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students who require audio recording as an accommodation for a diagnosed disability should present the instructor with documentation from the University's Services for Students with Disabilities (SSWD) before the end of the third week of classes.

Class Participation: In addition to attending class, students are expected to arrive prepared to actively participate in their learning process. This includes not simply sitting quietly and listening/observing, but posing questions and comments to the instructor and other students, as well as answering questions and addressing comments posed by the instructor and other students

during our class discussions. **Class participation also involves full attention to lectures and other activities.**

While vocalizing opinions or concerns may be culturally relative, being silent and not actively engaging in class discussions (only learning through listening) is a privilege one cannot often employ in social work practice.

Learning through discussion and the interrogation of multiple diverse sources can be uncomfortable, but the discomfort stemming from respectful, inclusive, and well-facilitated discussion is not a cause for students to feel “unsafe”. Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain patience and respect in-class, online, email, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors could result in a loss of participation/engagement points. *NOTE: Students who do not adhere to the stated course policies may be asked to leave class and be marked absent for the session.

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

Incomplete: a student may receive a grade of Incomplete (“I”) only if the coursework remaining to be done by the end of the semester is small and the instructor approves an extension for completing the unfinished work. Please note the notation of “I” remains a permanent part of the academic record. When coursework is completed to the satisfaction of the instructor, the grade

will appear on the transcript as, for example, “I B+.” The grade point average is based only on hours of coursework completed. To receive an Incomplete for this course the student must formally request an incomplete from the instructor prior to the final week of classes. The student must demonstrate that an incomplete is warranted and that they will successfully complete course goals and objectives in an appropriate time frame. A written plan for completing course work must be submitted and approved the final week of classes.

Technology in the Classroom: I have found that they cause distraction and/or distraction temptation, for both user and nonuser classmates. If you need to utilize a laptop during class due to a (dis)different ability or special circumstance, please let me know. If you choose to take notes on your laptop, please keep in mind that at some point during the semester I will ask for a copy of one session’s notes to ensure appropriate use of technology in the classroom is being adhered to. Feel free to doodle, knit, use a stress ball, etc. if you listen best while utilizing kinetic energy, but as a general guideline, laptop computers are not allowed in the classroom.

If you must use your cell phone during class time, please make sure the ringer is silenced, and that ALL phone activity (texting included) takes place outside the classroom.

COURSE THEMES WE WILL REPEATEDLY DRAW UPON:

Difference between dialogue, discussion, debate and discourse.

Difference between equity, access and equality.

Difference between empowerment and agency.

Difference between intent and impact.

Difference between action and service *AND* charity work and change work.

Difference between change and progress.

Difference between activism, advocacy, allyhood and solidarity.

Difference between being a change agent and a “fixer”/”do-gooder”/helper/savior.

Difference between a riot, rebellion, revolt, uprising and chaos.

Difference between community organizing, (re)building and development.

ASSIGNMENTS

In-Class Participation: Each week there will be in-class dialogue and/or activities along with some in-class assignments. This is graded Pass/Fail where High Pass is a 10 , Low Pass is a 7 , and Fail is 0. To receive a High Pass you will have attended all classes with full participation and completed all in-class assignments along with weekly reflection sheets. To receive a Low Pass you have attended most classes with full participation and completed most in-class assignments with weekly

reflection sheets. If you miss more than three classes, do not fully participate in class dialogue, or do not complete in-class assignments, you will receive zero points for participation.

Full Participation looks like:

- **Frequently Engaging:** initiating contributions more than once in each class session, with attention given to quality of comments over quantity. You respond actively when invited by the instructor to contribute, in class, mindful of overzealousness and/or making comments at the exclusion of other learners.
- **Quality Engagement:** Comments are insightful, constructive and demonstrates the use of appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions and opinions, with specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.
- **Engaged Listening:** you are attentive when listening to others present materials and perspectives, and contribute comments that build on others' remarks. You express disagreement in a way that demonstrates care for others (would you talk to people you care about that way).

*Modified from Shanna K. Kattari syllabus - credited to Eberly Center for Teaching Excellence

Dialogue Participation w/ Reflection Paper or Attendance at Event Option w/ Reflection Paper:

Purpose: To foster intergroup understanding by exposing you to issues of diversity and inequality through experience. Reflection and dialogue serve to expand on your personal responsibility to social justice action and aid in the exploration of their own social identities, statuses.

Rationale: “Dialogue across differences is essential for social workers to engage people at all levels (e.g. individuals, groups, communities, organizations, etc.) and advocate within systems.” (Social Work & Social Justice Dialogues).

General Instructions: Choose one of the following options. Attend the SW Dialogues Groups or U of M events and write a reflection paper or a slideshow presentation with voiceover narration on your experience. Instructions for the reflection paper and slide show are on our SW504 course Canvas site.

Option 1 - Attend One of the following [Social Work & Social Justice Dialogues](#). You must participate in all six dialogue sessions related to the topic and the group # you choose. For this option you **MUST APPLY FOR PARTICIPATION BY MONDAY, SEPTEMBER 9, 2019** [Click Here for a link to the Application](#)

- Punishment, Prisons & Parole: Mass Incarceration in the U.S.
 - Dialogue Group #1: Mondays 12-2 PM
 - September 23, September 30, October 7, October 21, October 28, November 4,
 - Dialogue Group #2: Thursdays 5:30-7:30 PM
 - September 26, October 3, October 10, October 17, October 24, October 31
- Beyond the Borders: The State of Immigration in the U.S.
 - Group #3: Wednesdays 2:30-4:30 PM
 - September 25, October 2, October 9, October 16, October 23, October 30
 - Dialogue Group #4: Thursdays 12-2 PM
 - September 26, October 3, October 10, October 17, October 24, October 31

Note that participants who complete the dialogue program will be given special consideration to become a trained facilitator for future dialogues. Participation in the dialogues also contributes to the requirements for the Rackham DEI Professional Development Certificate.

Option 2: Attend enough of the following events to account for 6 hours of participation time. (Example: You could attend one event that is 4 ½ hours long and one 1 ½ hour lunch time event for a total of 6 hours, or four 1 ½ hour events for a total of 6 hours).

- Beyond White Social Work Part 3: Exploration into AfroFuturism, Transformative Creative Arts Movements, and Intergenerational Conversations with Black Folxs, Saturday September 14, 2019, 11:30 AM to 4:00 PM, 1840 ECC, SSW Building. [Register Here](#)
- The Building Power Against White Supremacy Conference happening on October 25th from 1pm to 8pm at the SSW. Registration details not currently available.
- The Hong Kong Protests: Conversation and Implications for Social Work [RSVP Link](#), Wednesday, September 11, 2019, 12:30 PM - 2:00 PM
- Entering, Engaging, and Exiting Communities for Graduate Students, September 13, 2019 - 12:00pm - 1:30pm West Conference Room, 4th Floor, Rackham Building [RSVP Link](#)
- SSW Book Club, October DATE TBD, Noon-1pm at the SSW, discussing *Rising out of Hatred: The Awakening of a Former White Nationalist*, by Eli Saslow
- Change It Up! Bystander Intervention Skills, October 2, 2019 - 12:00pm - 1:30pm, Assembly Hall, 4th Floor, Rackham Building, [Registration Link](#)
- Disability Awareness, this workshop aims to increase baseline knowledge, initiate discussion, and clarify myths and facts about people with disabilities. [Registration Link](#)
- Dismantling Caseism & Racism: Symposium, October 12, 2019 -10 AM - 3 PM, Room TBD, [Registration Link](#)
- Unconscious Bias in Everyday Life, November 6, 2019 - 12:00pm - 1:30pm, Assembly Hall, 4th Floor, Rackham Building, [Registration Link](#)

- Anti-Racism Workshop, November 21, 2019 - 12:00pm - 1:30pm, East Conference Room, 4th Floor, Rackham Building, [Registration Link](#)

Note: as more events become available, this list may be expanded. You may also propose an event you would like to attend to count towards this assignment. You must get prior approval from me though for it to count.

Intersectional Analysis Written or Audio Recording:

Purpose: The purpose of this assignment is for you to analyze and personally reflect on a current event through an intersectional framework and explore ways to apply intersectionality to analysis aimed at addressing social injustice issues.

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

General Instructions: Select a current event that has recently been covered in the media (ie: television, cable, online, magazine, or print) and a past event that is similar to the current event. Analyze and reflect on the ideas present in the current coverage and past coverage (ie: are any racist, misogynist, sexist, anti-TBLGQ, etc., ideas present). Past coverage can be weeks old or decades old. Utilize the questions provided on canvas for this assignment to examine how the facts have been presented in both, structures of power represented in both, and the presence of any systematic biases or inequalities that shape the way the events have been reported.

If completing this assignment in written form, utilize an APA format (no cover page required; insert name, date, and assignment title in the running header) document. Try to make your analysis as succinct as possible. A Works Cited Page is required for direct quotes and other content referenced in your analysis. 10 page minimum - 15 page maximum.

If completing this assignment in an audio format, your recording should include an introduction to the topic, a summary of what you'll be talking about, then the content. The content must include the questions provided on canvas. You are highly encouraged to create an outline and listen to podcasts or audio recorded lectures to help you get an idea of the preparation needed to complete an audio version of this assignment. You should anticipate doing a first draft recording, listening

back, then producing a final recording for submission. Recordings can be 10 minutes minimum - 12 minutes max and must be in a format that can be uploaded to canvas, turned in on a thumb drive, or accessible through a weblink to an audio platform (such as Soundcloud).

The quality for both the written and audio assignments should be that of something you would publish for wide review (ie: written = magazine, journal; audio = podcast, public lecture).

Zine/Podcast Final:

Purpose: To integrate, synthesize, apply and reflect on core concepts or components of the course (including theories and dialectical thinking), see connections, with an opportunity to be creative, to incorporate your own interests, goals, and talents, and to have fun with innovative approaches.

Rationale: Zines and Podcasts are incredibly powerful methods of sharing stories and communicating ideas outside of structures and institutions that deny the voices and knowledge of minoritized groups. Zines and Podcasts can serve as a resource for increasing individual and community agency. Creating zines and podcasts with this aim continues to build on several elements that are important in understanding diversity and social justice. It allows you to practice applying concepts of intersectionality to real world needs and ways to address those needs. It encourages awareness of current economic, political, institutional, and ideological policies that address or fail to address social injustice in relation to your interests, goals, and/or social group memberships.

General Instructions:

Zine Format: Can be paper or electronic. Electronic versions will require layout software like Lucid Press or Adobe InDesign. They can be static, or have components that move (e.g., mobiles, pieces that can be placed in various configurations, parts that overlay each other, or unfold). They can use literal published maps, or physical representations of different spaces and symbols. Some may include photography, collages, hand drawn illustrations, and various textures and colors. Some may be primarily text.

- Size: They do not need to be large or fancy to be extremely comprehensive and well done. General size of a Zine is 8 ½ by 11 Landscape folded in half to create 4 individual pages for content.
- 8 page minimum
- [Zine Making Tutorial Zine](#)
- <https://trumbullplex.org/zine-library/> (If you'd like to visit a historical zine library in Detroit for inspiration)

Podcast Format: Must be in a format that can be uploaded to Canvas, turned in on a thumb drive, or accessible through a weblink to an audio platform (such as Soundcloud). To complete your podcast, do the following:

- Decide what your goal is for the podcast. Is the goal to share important ideas, to challenge ideas, to educate, to tell a story...
- Decide what your podcast is about. Is it about policy changes related to Supreme Court rulings or is about your personal experiences? The most important part is that it is about something you care about, are excited to research/expand on/explore/learn more about and are as comfortable as possible discussing.
- Determine your format:
 - Interview Podcast - a single host interviewing people on a subject, experience, or industry. Ex-Code Switch, Fresh Air, The Electorette Podcast, The Joe Rogan Show
 - Scripted Non-Fiction - a single theme, can include interviews, told in story form. Ex-Serial, Believed, Moonrise, This American Life
 - News Recap - recaps weekly news. Ex - The Daily, Up First, Today Explained
 - Educational Podcast - a scripted single theme, can include interviews, told in story form with a focus on teaching/educating the audience on a subject. Ex-Hidden Brain, Radiolab, TED radio hour
 - Scripted Fiction - most like classic radio dramas, scripted, usually includes added production like sound effects, character voices. Ex - Everything is Alive, Queer As Fiction, Clarkesworld Magazine
- Pick a name for your podcast
- Length: 10 minute minimum - 12 minute maximum
- To get support on learning how to record and produce a podcast along with access to recording equipment and recording booths, you can utilize the University of Michigan's [Shapiro Design Lab](#). In order to use this equipment you must complete a brief online training and reserve equipment well in advance to your anticipated need for it as every other school at the University has students in need of this equipment and support.
- For more tips on podcast do's and don'ts and to see more details on some of the info provided above, visit buzzsprout.com.

Be prepared to present your Zine or Podcast to the class. If possible, have copies of your zine for your classmates. If you need help printing copies let me know and I am happy to assist. Podcasts will be listened to in their entirety during your presentation. Presentations will begin on Tuesday, November 26th. You will have 20 minutes to present. If you choose to go on November 26th you will earn 1 extra credit point for the semester. Those who choose to go on December 3rd will earn a .5 extra credit point for the semester. Presentation Sign-up will be in-class on October 29th.

Course Grading:

Assignment	Points
In-class Participation	10
Dialogue Participation w/ Reflection Paper or Audio Recording (Option 1)	10
Attendance at Event Option w/ Reflection Paper or Audio Recording (Option 2)	
Intersectional Analysis Written or Audio Recording	30
Zine/Podcast Final	50
TOTAL POINTS	100

Grading Scale

A+ 97 -100	A 93 - 96	A- 89 - 92	B+ 85 - 88	B 81 - 84
B- 77 - 80	C+ 73 - 76	C 69 - 72	C- 65 - 68	D <64

Course Outline

The course outline is subject to change at any point in the semester with notice

Session #1 (Tuesday, September 3rd)

- Welcome (honor the land, the people, the place)
- Review: Course Syllabus/Canvas Site/Course Assignments
- Lecture - Course Overview/Learning Objectives/NASW Code of Ethics
- Activity - Introductions, Names, Where are you a local?, Visioning for the course
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #1:

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

SW504 ARTIFACT READING, VIDEO, PODCAST FOR SESSION #1:

- [Ted Talk: 'Don't Ask Where I'm From, Ask Where I'm a Local'- Taiye Selasi](https://www.youtube.com/watch?v=LYCKzpXEW6E)
- Haimson, O. L. & 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

<https://medium.com/national-center-for-institutional-diversity/making-space-for-them-her-him-and-prefer-not-to-disclose-in-group-settings-why-1deb8c3d6b86>

Session #2 (Tuesday, September 10th):

- Overview of Day's Agenda
- Lecture: Building Community
 - Understandings/Expectations/Environment
 - Community Agreements
- Small Group/Large Group Dialogue: Community Agreements
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #2::

- Common Reactions to Social Justice Education
- Tone Policing
- [The Struggles Of Being An Asian American | Refinery29](#) (companion to the Dangers of a Single Story)

SW504 ARTIFACT READING, VIDEO, PODCAST FOR SESSION #2:

- Ted Talk: The Dangers of a Single Story - Chimamanda Ngozi Adichi
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

Session #3 (Tuesday, September 17th):

- Overview of Day's Agenda
- Lecture
 - Intersectionality/Power/Privilege/Social Justice
 - Theories: Structural Role Theory/Role Stress/Code Switching/Microaggressions
- Activity - Interaction Reaction w/small and large group dialogue
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #3:

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

Session #4 (Tuesday, September 24th):

- Overview of Day's Agenda
- Lecture - Intersectionality, Theory and Analysis
- Small Group/Large Group Activity - Intersectional Analysis w/a Current Event
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #4:

- Critical Intersectionality Learning Community Panel Presentation

Session #5 (Tuesday, October 1st):

- Overview of Day's Agenda
- Lecture - Construction of Race through Structures & Power
 - Definitions
 - Social Construction/Systemic Power/Social Justice-Essentialism/Colorism/Model Minority Myth/Environmental Racism
 - Theory - Critical Race Theory/Anti-Racist Framework/Social Darwinism
- Activity - Small Group/Large Group Dialogue
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #5:

- Prof. Ibram X. Kendi: Stamped From the Beginning: The Definitive History of Racist Ideas in America <https://youtu.be/OYGfLMOQQL4>
- Fleming, C. (2018). *How To Be Less Stupid About Race*. Excerpt Introduction. Beacon Press.
- [50 Shades of Black: My Experiences with Colorism | Amaya Allen | TEDxVanderbiltUniversity](#)
- Lorde, A. (1987). The uses of anger: Women responding to racism. *Women and Language*, 11(1), 4. Retrieved from <http://proxy.lib.umich.edu/login?url=https://search-proquest-com.proxy.lib.umich.edu/docview/198873436?accountid=14667>
- [Why Asian Americans are not the Model Minority | Alice Li | TEDxVanderbiltUniversity](#)
- [A Conversation With Latinos on Race | Op-Docs](#)
- [A Conversation With Native Americans on Race | Op-Docs](#)
- [A Conversation With White People On Race | Op-Docs | The New York Times](#)

SW504 ARTIFACT READING, VIDEO, PODCAST FOR SESSION #5:

- Abrams, Laura S; Moio, Jené A. (2009) *CRITICAL RACE THEORY AND THE CULTURAL COMPETENCE DILEMMA IN SOCIAL WORK EDUCATION*. *Journal of Social Work Education*; Spring 2009; 45, 2; ProQuest pg. 245
- Linguistic Racism - <https://rootsofjusticetraining.org/2014/04/linguistic-racism/>
- Unnatural Causes, Episode 2: When the Bough Breaks

OPTIONAL MODULES:

- ★ Resources for Emotional Well-being (In the midst of daily microaggressions, bigotry, racism, and living within systems of oppression)
- ★ Understanding White Fragility and What to do about it

Session #6 (Tuesday, October 8th):

- Overview of Day's Agenda
- Lecture - Diversity/Difference/Supremacy/Oppression - Class & Wealth
 - Social Construction/Systemic Power/Social Justice/The Environment
 - Theories - Economic/Structural Functional
- Activity -Star Power
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #8

- Stiglitz, J. (2013). The Price of Inequality. Norton Paperback, NY, pages 35-64
- Rothenberg, P. (2014) Race, Class, and Gender in the United States. 9th Edition: Excerpt from Drum, K. (2011). Rich People Create Jobs! And Five Other Myths That Must Die for Our Economy to Live. Pages 337-345.
- Rothenberg, P. (2014) Race, Class, and Gender in the United States. 9th Edition: Excerpt from Mantsio, G. (2012). Class in America - 2012. Pages 189-207.

OPTIONAL MODULE:

- Unions - Workers Rights

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

Session #7 (Tuesday, October 22nd): **Intersectional Analysis Written or Audio Recording DUE ON CANVAS**

- Overview of Day's Agenda
- Guest Speaker - [Diana Nucera](#) (Aka [Mother Cyborg](#)) 2019 Kresge Fellow, artist, educator, and mother of the 'Tech Zine' genre, self-publishing 16 issues that archive ten years of the Digital Justice and Community Technology movements in print, to share about Zine Making for Social Justice Community Education/Consciousness Raising.
- Guest Speakers - [Jeff Milo](#), WDET reporter for the Milo Minute and creator of podcasts such as The Milo Show and Ideas Adrift, with [Jonathan Berz](#), studio engineer at Woodshed Studios and reporter, writer, and musician in many Detroit music groups, to share about Podcasting that highlights Community Art and Music.
- Review of Zine/Podcast Final Assignment

Session #8 (Tuesday, October 29th):

- Lecture - Diversity/Difference/Supremacy/Oppression - Settler Colonialism, Citizenship, Immigration, Refugee Status, Religious Supremacy
 - Social Construction/Systemic Power/Social Justice/The Environment

- o Theories - Assimilation Theory/Symbolic Interaction/Historical Trauma
- Activity - Small & Large Group Dialogue
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #7:

- Young, J. G. (2017). Making america 1920 again? nativism and US immigration, past and present. *Journal on Migration and Human Security*, 5(1) Retrieved from <http://proxy.lib.umich.edu/login?url=https://search-proquest-com.proxy.lib.umich.edu/docview/1931263153?accountid=14667>
- Decolonization is not a Metaphor
- Todd, J. (2010). *Confessions of a Christian Supremacist*. Reflection.

SW504 ARTIFACT READING, VIDEO, PODCAST FOR SESSION #7:

- Evans-Campbell, T. (2008). Historical trauma in American Indian/Native Alaska communities: A multilevel framework for exploring impacts on individuals, families, and communities. *Journal of Interpersonal Violence*, 23(3), 316-338. 10.1177/0886260507312290
- New Detroit: The Coalition. (2019). Multicultural Leadership Series: Hispanic/Latino Session

OPTIONAL MODULE:

- ★ Citizenship, Visas, and Immigration Today
- ★ North American Indian/Indigenous Peoples of America 101

Session #9 (Tuesday, November 5th):

- Overview of Day's Agenda
- Lecture - Diversity/Difference/Supremacy/Oppression - The American Justice System
 - o Social Construction/Systemic Power/Social Justice/Environmental Justice
 - o Theories - Structural Functional/Structural Role/Transformative Justice
- Activity - Small & Large Group Dialogue
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #9:

- [Michelle Alexander's "The New Jim Crow"](#)
- [A Conversation About Growing Up Black | Op-Docs | The New York Times](#)
- [A Conversation With Police on Race | Op-Docs | The New York Times](#)
- Kelly, E. L. (2012). Philly Stands Up: Inside the Politics and Poetics of Transformative Justice and Community Accountability in Sexual Assault Situations. *Social Justice*; 2011/2012; 37, 4; Alt-Press Watch (APW)
- I.N.C.I.T.E. Community Accountability Informative Handout

SW504 ARTIFACT READING, VIDEO, PODCAST FOR SESSION #9::

- Pasulka, N. (2015). The Case of CeCe McDonald: Murder—or Self-Defense Against a Hate Crime? Retrieved from <https://www.motherjones.com/politics/2012/05/cece-mcdonald-transgender-hate-crime-murder/>

Session #10 (Tuesday, November 12th):

- Overview of Day's Agenda
- Lecture - Diversity/Difference/Supremacy/Oppression/Misogyny(noir) - Bodily Autonomy; Disability; Sizeism; Ageism;
 - Social Construction/Systemic Power/Social Justice/The Environment
 - Theories - Social Model of Disability/Reproductive Justice/Structural Functional/Feminist/Queer/Transgender
- Activity -Small & Large Group Dialogue
- Reminder - Caucus Lists Due Next Week
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #10:

- [Sexuality and Disability: Forging Identity in a World that Leaves You Out | Gaelynn Lea | TEDxYale](#)
- [#TOTW: Misogynoir | What is it?](#)
- [Ageism: Changing the narrative | Shibani Bedi | TEDxJMC](#)
- [The History of Reproductive Justice](#)
- [Conservatives and Progressives Debate Feminism](#)
- [A Person's Right To Choose](#)
- THIS AMERICAN LIFE EPISODE

SW504 ARTIFACT READING, VIDEO, PODCAST FOR SESSION #10:

- DeWolfe, K., Perry, M., Stohlmann-Rainey, J., & Collings, A. (2019). 28 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>
- [Ted Talk: I'm Not Your Inspiration, Thank You Very Much! - Stella Young](https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much?language=en)

OPTIONAL MODULES:

- ★ TLGBTQ+ Terminology 101

- ★ Feminism 101
- ★ Social Model of Disability 101

Session #11 (Tuesday, November 19th):

- Caucus Day
- Turn-in Reflection Sheets

Session #12 (Tuesday, November 26th):

- Overview of Day's Agenda - Social Justice in Practice Everyday
- Brief Lecture - Creativity in Social Justice/Social Action/Allyship
- Guest Speaker - Radical Wellbeing Center
- Zine/Podcast Presentations Begin
- Turn-in Reflection Sheets

READINGS, VIDEOS, PODCAST FOR SESSION #12:

- Accomplices Not Allies - Indigenous Action Media
- AORTA Zine
- <http://www.incite-national.org/home>

SW504 ARTIFACT READING, VIDEO, PODCAST FOR SESSION #12:

- Voting is Social Work

Session #13 (Tuesday, December 3rd):

- Zine/Podcast Presentations continue
- Turn-in Reflection Sheets

Session #14 (Tuesday, December 10th): Last Day Celebration

- Zine/Podcast Presentations completed
- Course Closing - Reflections on Vision Board and Gratitude Activity
- Turn-in Reflection Sheets

Dialogue Participation w/ Reflection Paper or Audio Recording (Option 1) or Attendance at Event Option w/ Reflection Paper or Audio Recording (Option 2) DUE ON CANVAS by Friday December 13th at 5:00 pm