



Course title:	Diversity and Social Justice Work in Social Work
Course #/term:	[SW504, 011 and 012, Fall 2020
Time and place:	Tuesday, 6 to 9 PM
Credit hours:	3
Prerequisites:	None
Instructor:	Rogério M. Pinto & Beth Sherman
Pronouns:	Pinto= he/his/him and Sherman= she/her/hers
Contact info:	Email: Pinto = ropinto@umich.edu Sherman= shermanb@umich.edu You may expect a response within 24 hours
Office:	Online
Office hours:	By appointment online

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

This course is being co-taught by Professors [Rogério M. Pinto](#) (Links to an external site.) and [Beth Sherman](#) (Links to an external site.) because we have complementary expertise in **pedagogy of liberation and critical dialogue** (pedagogy of the oppressed), which we use to help students improve their own critical consciousness and to learn how to help clients improve theirs. Our approach to SW 504 views social problems as influenced by cross-cutting issues of race and gender and class and sexual orientation and other issues of privilege, oppression, diversity, equity, and inclusion. You will be able to focus on any social issue or population of your interest in this class from the lens of oppression that starts with capitalism and enslavement. Our approach also integrates arts-based didactics to improve insight and critical consciousness. This class also focuses on taking action.

- c.** We will provide a combination of synchronous and asynchronous learning activities. Class time will be spent discussing and engaging with materials that you will have read and/or watched prior to each class. We will meet weekly via zoom for about 90 minutes each week. Please note that four of our sessions will take place in person.

d. 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)

e. 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.

f. Curricular themes

Curricular themes Theme:

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

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

Relation to Promotion, Prevention, Treatment & Rehabilitation: This theme is addressed from the perspective of critically considering how varied ideological, theoretical and empirical perspectives influence the definition of social problems and, subsequently, the ways in which institutional policies and practices address access, promotion, prevention, treatment, and rehabilitation.

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

Relationship to social work ethics and values

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

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

a. Text and class materials

- All readings and videos are posted to Canvas.
- To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.
- All readings and videos will be discussed/debriefed in class or they will be used as the foundation for discussions about specific topics.
- If along the semester additional readings are assigned, these will be posted on Canvas.
- All recommended readings and other resources are listed along each class on Canvas.

b. Class schedule

The class schedule, including dates, agenda, and required readings/videos, are available and detailed on Canvas.

REQUIRED DIDACTIC ACTIVITIES

I- In preparation for class, please read the following articles:

Brittanie Atteberry-Ash, Nicole Nicotera & Brian Gonzales (2019) Walk the Talk of Power, Privilege, and Oppression: A Template Analysis, Journal of Social Work Education, DOI: [10.1080/10437797.2019.1661917](https://doi.org/10.1080/10437797.2019.1661917) ([Links to an external site.](#))

Anthony Nicotera (2019) Social Justice and Social Work, A Fierce Urgency: Recommendations for Social Work Social Justice Pedagogy, Journal of Social Work Education, 55:3, 460-475, DOI: [10.1080/10437797.2019.1600443](https://doi.org/10.1080/10437797.2019.1600443) ([Links to an external site.](#))

Amy Krings, Vincent Fusaro, Kerri Leyda Nicoll & Na Youn Lee (2019) Social Work, Politics, and Social Policy Education: Applying a Multidimensional Framework of Power, Journal of Social Work Education, 55:2, 224-237, DOI: [10.1080/10437797.2018.1544519](https://doi.org/10.1080/10437797.2018.1544519) ([Links to an external site.](#))

II- In preparation for class, please listen to the following podcast:

Podcast: [White Supremacy In Social Work \(Links to an external site.\)](#)

March 2, 2020

Guests: Charla Cannon Yearwood, LSW and Laura Hoge, LCSW

Host: Shimon Cohen, LCSW

In this episode, Charla Cannon Yearwood and Laura Hoge, two members of SWCAREs – Social Work Coalition for Anti-Racist Educators, talk about SWCAREs' mission to dismantle white supremacy in social work education and why this mission is needed. They explain what they mean by white supremacy in social work and provide historical and current examples ranging from leaving out Black and other social work leaders of color from history, to practices that do more harm than good to communities of color, to how boundaries and other ethics often seem to be designed by white social workers for white social workers. There is so much covered in this episode and it is just the start of these explicit conversations on the podcast.

III- During Class: Discussion of materials read and watched prior to meeting as a class and statues exercise (see module for workshop instructions).

*Our discussion will follow a semi-structured protocol to help us establish critical dialogues guided by critical questions. Here we are following a format that reflects didactic strategies founded in the pedagogy of the oppressed.

1. What is the main message contained in the materials we read/watched and researched for this session? Is there any specific knowledge that came from one or more specific didactic material you were asked to read/watch?
2. Some of the material you studied may have been explored in other classes or by you (as an individual prior to taking this course. Did the materials you read/watched shed any new light on the subject matter of diversity and social justice? If not, what will you do to expand your knowledge and understanding of the subject of today's class?
3. How can you apply what you have learned in your own life? Are there practical implications for what you read/watched?
4. How can you apply what you read to social work practice? In which ways the materials you read/watch may help you to develop a anti-racist social work practice with your current interests?

IV- Taking Action. Please explore the myriad methods in this document and choose one action that you will take this week. If none on this document appeals to you, then find another that is suitable to your needs.

Gene Sharp's [198 Methods of Nonviolent Protest and Action \(Links to an external site.\)](#) and Persuasion. (Aug. 23, 2017). [Examples \(Links to an external site.\)](#) can be found here.

Recommended Podcasts on child welfare and crisis intervention practice

Podcast: [Defending Families facing Child Removal \(Links to an external site.\)](#)

September 2, 2019

Guest: Asia Piña, MSW

Host: Shimon Cohen, LCSW

In this episode, Asia Piña, who is an Early Defense Social Worker for the Family Defense Practice at Bronx Defenders, in the Bronx, New York, explains how she works with a team of social workers, parent advocates, and attorneys to best defend parents who are being charged with abuse and neglect of children.

Podcast: [Mobile Crisis Intervention \(Links to an external site.\)](#)

February 3, 2020

Guests: Brenton Gicker & Chelsea Swift

Host: Shimon Cohen, LCSW

In this episode, Brenton Gicker and Chelsea Swift of CAHOOTS – Crisis Assistance Helping Out on The Streets, a 24/7 mobile crisis intervention program of the White Bird Clinic in Eugene, Oregon, talk about a model for a crisis response alternative to the police or fire department.

Recommended readings:

Angela Davis (1983). *Women, Race & Class*. Vintage books.

Class #9 (October 27): Social Work, White Supremacy, Law Enforcement

Objectives:

1. To develop a working understanding of the role of social work as a profession in the perpetuation of white supremacy.
2. To confront (pros and cons) the idea of social work partnering with law enforcement and its possible implications.
3. To develop the foundation of one's own voice to convey current knowledge/events in order to clearly state one's own opinions based on facts.

How the objectives for this class reflect the following objectives for the course:

1. Describe community and organizational work for social change.
2. Demonstrate knowledge and skills for working for justice, enacting critical consciousness, and engaging and addressing issues of power and diversity. (4.2, 4.3, 4.6, 4.7)
3. Describe the dynamics of difference and dominance/oppression and how they impact human functioning and social relations within and across diverse groups. (4.1, 4.5)
4. Describe how structural differences in society are shaped by historical, psychological, social, and political factors. (4.1, 4.5)
7. Demonstrate awareness of the sources of power, how to mobilize power towards positive change, and ways to challenge oppressive assumptions, biases, and prejudices (4.2, 4.3)
8. Describe methods for continuing a lifelong process of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society. (4.2, 4.4, 4.6, 4.7)

REQUIRED DIDACTIC ACTIVITIES

I- In preparation for class, please read the following opinions, and come to class prepared to discuss their merits, weaknesses and challenges.

[Everyone Benefits When Police Departments Hire Social Workers \(Links to an external site.\)](#). By Chief Mike Ward (Ret.). Kentucky.

[“Social Workers Belong in Police Departments” Is an Offensive Statement. \(Links to an external site.\)](#) By [Sheila P. Vakharia \(Links to an external site.\)](#)

[An Open Letter to NASW and Allied Organizations on Social Work’s Relationship with Law Enforcement. \(Links to an external site.\)](#) By **Allan J. Dettlaff and Laura Abrams.**

Lori James-Townes (Aug. 11, 2020). [Why Social workers Cannot Work with Police \(Links to an external site.\)](#). *Slate*.

II- In preparation for class, please watch the following recordings, which are part of the series COVID-19: Identities and Vulnerabilities. This series is led by Professor Pinto and the Faculty Allies for Diversity at the Michigan University School of Social Work. The series was inspired by the need to confront the myriad disparities on which the COVID-19 pandemic shed a light.

Go to <https://www.youtube.com/playlist?list=PL5qpEftF3CSQ3sKzL1CPOq218BGoHmpf2> ([Links to an external site.](#)) and click on:

Number 11:[Social Work, White Supremacy, & Law Enforcement \(Links to an external](#)



[site.](#))

(Part 1)

Number 12: [Social Work, White Supremacy, & Law Enforcement \(Links to an external](#)



[site.\)](#)

(Part 2)

III- During Class: Discussion of materials read and watched prior to meeting as a class

*Our discussion will follow a semi-structured protocol to help us establish critical dialogues guided by critical questions. Here we are following a format that reflects didactic strategies founded in the pedagogy of the oppressed.

1. What is the main message contained in the materials we read/watched and researched for this session? Is there any specific knowledge that came from one or more specific didactic material you were asked to read/watch?
2. Some of the material you studied may have been explored in other classes or by you (as an individual prior to taking this course. Did the materials you read/watched shed any new light on the subject matter of diversity and social justice? If not, what will you do to expand your knowledge and understanding of the subject of today's class?
3. How can you apply what you have learned in your own life? Are there practical implications for what you read/watched?
4. How can you apply what you read to social work practice? In which ways the materials you read/watch may help you to develop a anti-racist social work practice with your current interests?

IV- Taking Action. Please explore the myriad methods in this document and choose one action that you will take this week. If none on this document appeals to you, then find another that is suitable to your needs.

Gene Sharp's [198 Methods of Nonviolent Protest and Action \(Links to an external site.\)](#) and Persuasion. (Aug. 23, 2017). [Examples \(Links to an external site.\)](#) can be found here.

Recommended readings:

Andrea J. Ritchie (2017). *Invisible no more: Police violence against black women and women of color*. Beacon Press, Boston.

Paul Butler. (2017). *Choke hold: Policing Black men*. The New Press.

Class #10 (November 3): Many ways to respond to white supremacy

Some of the preparation of this class discussion will take place during class, please be sure to leave additional time this week for synchronous learning (e.g. we are watching the film *13th* together).

Objectives:

1. To develop a working understanding of the role of social work as a profession in the perpetuation of white supremacy.
2. To confront (pros and cons) the idea of social work partnering with law enforcement and its possible implications.
3. To develop the foundation of one's own voice to convey current knowledge/events in order to clearly state one's own opinions based on facts.

How the objectives for this class reflect the following objectives for the course:

1. Describe community and organizational work for social change.
 2. Demonstrate knowledge and skills for working for justice, enacting critical consciousness, and engaging and addressing issues of power and diversity. (4.2, 4.3, 4.6, 4.7)
 3. Describe the dynamics of difference and dominance/oppression and how they impact human functioning and social relations within and across diverse groups. (4.1, 4.5)
 4. Describe how structural differences in society are shaped by historical, psychological, social, and political factors. (4.1, 4.5)
 7. Demonstrate awareness of the sources of power, how to mobilize power towards positive change, and ways to challenge oppressive assumptions, biases, and prejudices (4.2, 4.3)
 8. Describe methods for continuing a lifelong process of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society. (4.2, 4.4, 4.6, 4.7)

I- During class we will watch the film *13th*, an in-depth look at the prison system in the United States and how it reveals the nation's history of racial inequality.

Director: [Ava DuVernay \(Links to an external site.\)](#)

Writers: [Spencer Averick \(Links to an external site.\)](#) and [Ava DuVernay \(Links to an external site.\)](#)

II- In preparation for class, read the following speeches by historic United States figures:

1. Martin Luther King, J. Letter from Birmingham Jail. August, 1963.
2. Malcolm X. ["The Ballot or the Bullet" \(Links to an external site.\)](#). King Solomon Baptist Church, Detroit, Michigan - April 12, 1964
3. President Barack Obama, [Remarks of Democratic Illinois \(Links to an external site.\)](#) Obama. March 18, 2008, Philadelphia at the Constitution Center.
4. President Abraham Lincoln, [Second Inaugural Address \(Links to an external site.\)](#), March 4, 1865. Washington, DC.
5. Fredrick Douglas " [The Meaning of July Fourth for the Negro \(Links to an external site.\)](#)" July 5, 1852, Rochester, NY.

and

6.

The Radical King: Martin Luther King, Jr. Cornel West (Ed.). Beacon Press, Boston. Part IV: Overcoming the tyranny of poverty and hatred. (pages 221-251). Including:

The bravest man I ever met

The other america

All labor has dignity

Please come to class prepared to discuss the following.

- Please compare and contrast these speeches. What do they have in common? Do they seem to be current? Why? What do they teach us?
- What can we glean about the role of gender? How gender reflected in these speeches?

III- During Class: Discussion of materials read and watched prior to meeting as a class

*Our discussion will follow a semi-structured protocol to help us establish critical dialogues guided by critical questions. Here we are following a format that reflects didactic strategies founded in the pedagogy of the oppressed.

1. What is the main message contained in the materials we read/watched and researched for this session? Is there any specific knowledge that came from one or more specific didactic material you were asked to read/watch?
2. Some of the material you studied may have been explored in other classes or by you (as an individual prior to taking this course. Did the materials you read/watched shed any new light on the subject matter of diversity and social justice? If not, what will you do to expand your knowledge and understanding of the subject of today's class?
3. How can you apply what you have learned in your own life? Are there practical implications for what you read/watched?
4. How can you apply what you read to social work practice? In which ways the materials you read/watch may help you to develop a anti-racist social work practice with your current interests?

IV- Taking Action. Please explore the myriad methods in this document and choose one action that you will take this week. If none on this document appeals to you, then find another that is suitable to your needs.

Gene Sharp's [198 Methods of Nonviolent Protest and Action \(Links to an external site.\)](#) and Persuasion. (Aug. 23, 2017). [Examples \(Links to an external site.\)](#) can be found here.

Recommended readings:

Beverly Daniel Tatum. (2017). *Why are all the Black kids sitting together in the cafeteria?* Basic Books.

Class #11 (November 10):

Sustainability, Radical Self-Care, and Social Justice

November 10: In-person

Objectives:

1. To develop a working understanding of radical self-care.
2. To identify models and strategies of radical self-care.
3. To develop a foundation plan for self-care to sustain oneself in social justice practice.

How the objectives for this class reflect the following objectives for the course

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 awareness of the sources of power, how to mobilize power towards positive change, and ways to challenge oppressive assumptions, biases, and prejudices (4.2, 4.3)
8. Describe methods for continuing a lifelong process of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society. (4.2, 4.4, 4.6, 4.7)

I- In preparation for class: please watch:

-

[Angela Davis, Radical Self Care](#)[RADICAL SELF CARE: ANGELA DAVIS \(Links to an](#)



[external site.](#))

Choose one:

Brene Brown Podcast: Unlocking Us: Brene on Shame and Accountability , July 1, 2020. (White Guilt, White Shame, White Accountability in Anti-Racist Work)

<https://brenebrown.com/podcast/brene-on-shame-and-accountability/> (Links to an external site.)

Brene Brown and Austin Channing Brown Podcast: Unlocking Us Brene Brown interviews Austin Channing Brown on “I’m Still Here” June 2020 (Black Dignity, Self Care, Despair, Sustainability) <https://www.stitcher.com/podcast/cadence13/unlocking-us-with-brene-brown/e/70481393?refid=asa&autoplay=true> (Links to an external site.)

II- In preparation for class, please read:

Yashna Padamsee. [Stop talking about Self-Care \(Links to an external site.\)](#). ASHNA: Communities of care. July 30, 2015
Meriah Nichols. Unpacking Disabilities (Undated) Running out of Spoons: Self Care when you have a disability Retrieved July 31, 2020 <https://www.meriahnichols.com/self-care-disability/> (Links to an external site.)

-

100 Practice of Radical Self Care 2020. Girltrek. Retrieved August 8th, 2020 from Girltrek.org.https://mcusercontent.com/6aa11fa786466642f2188db2e/files/b0f976a5-31fd-4406-9033-b31620907758/100_Self_Care_Ideas_by_GirlTrek_compressed.pdf (Links to an external site.)

The Span of My Hips: The Five Love Languages Expanded [September 21, 2016 \(Links to an external site.\)](#). thespanofmyhips.wordpress.com Retrieved July 21, 2020 <https://thespanofmyhips.wordpress.com/2016/09/21/the-five-love-languages-expanded/> (Links to an external site.)

-

III- During Class: Discussion of materials read and watched prior to meeting as a class

*Our discussion will follow a semi-structured protocol to help us establish critical dialogues guided by critical questions. Here we are following a format that reflects didactic strategies founded in the pedagogy of the oppressed.

1. What is the main message contained in the materials we read/watched and researched for this session? Is there any specific knowledge that came from one or more specific didactic material you were asked to read/watch?
2. Some of the material you studied may have been explored in other classes or by you (as an individual prior to taking this course. Did the materials you read/watched shed any new light on the subject matter of diversity and social justice? If not, what

will you do to expand your knowledge and understanding of the subject of today's class?

3. How can you apply what you have learned in your own life? Are there practical implications for what you read/watched?
4. How can you apply what you read to social work practice? In which ways the materials you read/watch may help you to develop an anti-racist social work practice with your current interests?

IV- During Class: Statues exercise

V- Taking Action. Please explore the myriad methods in this document and choose one action that you will take this week. If none on this document appeals to you, then find another that is suitable to your needs.

Gene Sharp's [198 Methods of Nonviolent Protest and Action \(Links to an external site.\)](#) and Persuasion. (Aug. 23, 2017).
[Examples \(Links to an external site.\)](#) can be found here.

In class exercise: self care tool boxes (suitcases).

Class #12 (November 17):

Social justice and human rights as building blocks of a fair society: Are we anywhere near that?

Objectives:

1. To develop a working understanding of different types of social justice and how social workers can work to advance each type – procedural, distributive, commutative, and restorative.
2. To develop a working understand of environmental, economic and political justice and the role of social work in advancing them.
3. To develop the foundation of one's own voice to advocate for social, environmental, economic and political justice.

How the objectives for this class reflect the following objectives for the course:

1. Describe community and organizational work for social change.
2. Demonstrate knowledge and skills for working for justice, enacting critical consciousness, and engaging and addressing issues of power and diversity. (4.2, 4.3, 4.6, 4.7)
3. Describe the dynamics of difference and dominance/oppression are and how they impact human functioning and social relations within and across diverse groups. (4.1, 4.5)
4. Describe how structural differences in society are shaped by historical, psychological, social, and political factors. (4.1, 4.5)
5. Demonstrate knowledge of social locations, constructions, processes, and identities and the diversity within these. This includes increased knowledge about the forces that shape complex selves, relationships, and worldviews. (4.2, 4.3)
6. Demonstrate skills in critical contextual thinking, applying multiple theories and frameworks to illuminate underlying assumptions, biases and possible opportunities, and engaging in praxis.
7. Demonstrate awareness of the sources of power, how to mobilize power towards positive change, and ways to challenge oppressive assumptions, biases, and prejudices (4.2, 4.3)
8. Describe methods for continuing a lifelong process of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society. (4.2, 4.4, 4.6, 4.7)

I- In preparation for class, please read:

Kate Jackson. Climate Change and Public Health: [How Social Workers Can Advocate for Environmental Justice \(Links to an external site.\)](#). *Social Work Today*. Vol. 17 No. 6 P. 10

[Getter Marie Lemberg \(Links to an external site.\)](#) and [April L. Murphy \(Links to an external site.\)](#). *Time Is Up: Social Workers Take Your Place at the Climate Table (Links to an external site.)*. Justice. Published Online:16 Dec 2019. [https://doi.org/10.1089/env.2019.0020 \(Links to an external site.\)](https://doi.org/10.1089/env.2019.0020)

[Defining Economic Justice and Social Justice \(Links to an external site.\)](#). Center for economic and social justice.

[Political Justice \(Links to an external site.\)](#). Encyclopedia.com

[The Universal Declaration of Human Rights \(Links to an external site.\)](#). United Nations

[NASW Code of Ethics \(Links to an external site.\)](#). *National association of Social Workers (NASW)*.

II- In preparation for class, please watch the following reports on Democracy Now:

***These clips will provide several examples of justice and they will serve to spark discussion during class**

[AG Bill Barr Grilled by House Lawmakers on Protest Crackdown, Voter Suppression & Pandemic Failures \(Links to an external site.\)](#)

[Who Profits & Where Is the Transparency in Trump Admin's \\$6 Billion Vaccine Program? \(Links to an external site.\)](#)

[No Paper Trail: Migrant Children Secretly Held in Hampton Inn Hotels Before Expulsion from U.S. \(Links to an external site.\)](#)

["Coronavirus Capitalism": Naomi Klein's Case for Transformative Change Amid Coronavirus Pandemic \(Links to an external site.\)](#)

[Ecofascism: Naomi Klein Warns the Far Right's Embrace of White Supremacy Is Tied to Climate Crisis \(Links to an external site.\)](#)

III- During Class:

Exercise: Using the assigned [The Universal Declaration of Human Rights \(Links to an external site.\)](#), we will discuss:

1. Which struck you as most pressing?
2. What is missing?
3. Ways to integrate advancing human rights into our social work practice?

Discussion of materials read and watched prior to meeting as a class

*Our discussion will follow a semi-structured protocol to help us establish critical dialogues guided by critical questions. Here we are following a format that reflects didactic strategies founded in the pedagogy of the oppressed.

1. What is the main message contained in the materials we read/watched and researched for this session? Is there any specific knowledge that came from one or more specific didactic material you were asked to read/watch?
2. Some of the material you studied may have been explored in other classes or by you (as an individual prior to taking this course. Did the materials you read/watched shed any new light on the subject matter of diversity and social justice? If not, what will you do to expand your knowledge and understanding of the subject of today's class?
3. How can you apply what you have learned in your own life? Are there practical implications for what you read/watched?
4. How can you apply what you read to social work practice? In which ways the materials you read/watch may help you to develop a anti-racist social work practice with your current interests?

IV- Taking Action. Please explore the myriad methods in this document and choose one action that you will take this week. If none on this document appeals to you, then find another that is suitable to your needs.

Gene Sharp's [198 Methods of Nonviolent Protest and Action \(Links to an external site.\)](#) and Persuasion. (Aug. 23, 2017).
[Examples \(Links to an external site.\)](#) can be found here.

Class #13 and #14 (December 1 and December 8):

Looking ahead, planning for the future, and student presentations

I- Students will present the projects they will have worked on in groups throughout the semester.

Course objectives addressed by presentations:

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 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.
8. Describe methods for continuing a lifelong process of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society. (4.2, 4.4, 4.6, 4.7)

- **Assignment 1, Part IV: “Letter to Self”**

III - Taking Action. Please explore the myriad methods in this document and choose one action that you will take this week. If none on this document appeals to you, then find another that is suitable to your needs.

Gene Sharp’s [198 Methods of Nonviolent Protest and Action \(Links to an external site.\)](#) and Persuasion. (Aug. 23, 2017). [Examples \(Links to an external site.\)](#) can be found here.

c. Assignments

There are two major required assignments, the details of which can be found on Canvas.

d. Attendance and class participation

COVID Health Related Absences: Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor’s note) for medical excuses is *not* required.

COURSE POLICY ON LATE ASSIGNMENTS

Late assignments (including homework and assignments) that are not related to COVID will not be accepted without a confirmed medical &/or legal documentation. Make-up presentations will also require confirmed medical and/or legal documentation. Students anticipating, or unexpectedly, not submitting an assignment on time or presenting the project on time, should please contact me within 24 hours before it is due/scheduled to make other arrangements. Failure to do so will result in the student earning an automatic zero for that assignment. Additionally, even if permission is granted to submit the assignment late or present the project late, for any reason, that student may receive an automatic five (5) point reduction per day that the assignment is late. All of this is at the discretion of your professor.

EXTRA CREDIT

There are no extra credit assignments in this course. Please prepare & study accordingly so that you can do your best, the first time.

PLAGIARISM

Policies governing plagiarism can be found in the latest Student Guide. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is students' responsibility to become familiar with the information presented at <http://www.lib.umich.edu/academic-integrity/resources-students>.

Another helpful resource is <http://guides.lib.umich.edu/content.php?pid=43469&sid=338261>. It would be useful to discuss these issues with students in your classes to help prevent occurrences.

Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to:

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

e. Grading

Grades are not a reflection of your value as a person, or even your personal capacity. They are a reflection of the reality of balancing school with other responsibilities and of your level of effort. Grades also reflect the extent to which the content of a course fits with your existing knowledge and

skills, which will vary from course to course. What is most important is that you are challenged and that you learn.

1. Class Preparedness (20% of final grade). I encourage you to come to class ready to actively participate – active listening alone does not replace having read the required text, posing questions, or responding to queries from the professor. Preparedness requires on-time attendance, active listening and participation in class. Therefore, you are expected to attend all classes and to participate in class discussions and exercises. This is a skill-building course, and as such it will help you find your public voice and develop your own style of argumentation. Your meaningful participation in several class projects (described elsewhere) will also be graded as “class preparedness.”

The following criteria will be used to grade your preparedness: 1) active listening; 2) critical questioning of materials; 3) oral contributions; 4) participation in group work; and 5) demonstration of knowledge of assigned readings.

2. Individual Reflection paper (30% of final grade). This assignment offers you an opportunity to reflect on your personal and professional goals, intentions, aspirations, and principles. Since hard work is hard, and social work is work, during this assignment we ask that you explore fully the aspects of social justice practice that are most important to you, and why and how you came to this conclusion.

3. Group Project (40% of final grade) – (A detailed outline can be found on Canvas)
This project will be divided into two parts.

PART I: Mid-term paper (10%)

PART II: Final Project (30%) This will build on the mid-term paper

4. Presentation (1% of final grade). Your group will present the final project at classes 13 and 14.

COURSE GRADES

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

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

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

GRADING SCALE:

100-95=A

94-90=A-

89-87=B+

86-83=B

82-80=B-

79-77=C+

76-73=C

72-69=C-

68-65=D+

64-60=D

f. Class Recording and Course Materials

Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#):

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.]

g. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this

course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

h. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

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*