



<b>Course title:</b>	Diversity and Social Justice in Social Work
<b>Course #/term:</b>	504a-015
<b>Time &amp; place:</b>	Wednesday 9:00 – 12:00 pm (often 10-12 on zoom with asynchronous work that can be completed 9-10 or on your own schedule)
<b>Credit hours:</b>	3
<b>Prerequisites:</b>	none
<b>Instructor:</b>	Sara Crider, MSW, PhD
<b>Pronouns:</b>	She/her/hers
<b>Contact info:</b>	<b>Email:</b> criders@umich.edu You may expect a response within 48 hours. Please include “SW504” in the subject—that helps me identify and prioritize your email!
<b>Office:</b>	Entirely online
<b>Office hours:</b>	By appointment, and I can almost always chat right after class

*I would like to acknowledge that the University of Michigan resides on the traditional Territories of the Three Fire Peoples - the Ojibwe, Odawa and Bodewadmi. As we work, live and play on these territories, we must keep in mind the ongoing effects of colonization, communities struggle for self-determination, colonial state violence and the recognition of Indigenous sovereignty.*

## 1. General 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 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 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)

### ***c. 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.

### ***d. Course Relationship to P.O.D.S.***

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.

### ***e. My approach***

I believe that everyone in this class is both a teacher and a student—including me. This class will strive to foster a learning environment where each student can reflect critically on their beliefs and perspectives and where multiple perspectives can be understood, respected, and critically examined. This means creating a safe space in which students are able to engage in difficult conversations and reflective processes. I encourage student input and feedback, and I strive to both challenge and support each student along their learning journey. I value diversity in the classroom, and this includes diversity of learning styles. I also aim to invite multiple perspectives, so you can expect class formats to vary from week to week, and for class sessions to be highly interactive. I will push you to reflect on your own experiences and to apply what you're learning to practice scenarios.

## 2. Class Requirements

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### **a. Text and class materials**

There is no textbook for this course. All materials (readings, media, handouts) will be distributed to students via Canvas, where they will be organized under Modules. Readings, videos and articles will serve as a basis for reflection, analysis and dialogue within class time; for this reason, students are expected to complete readings and think about them prior to our class meeting. This demonstrates students' commitment to their own learning as well as the learning of their peers. It also maximizes your own experience in the class.

I realize that some students prefer hard copies or want to review slides ahead of time. For this reason, I will ensure that classtime materials (e.g., handouts, slides) are available via Canvas as well. I will do my best to post in-class materials a full day before class, though they may occasionally be posted later than this. (E.g., if we do an in-class activity with a handout, it may sometimes only be available in real-time and then posted online after that class period.)

If you have any concerns about accessing materials or want to discuss your learning style and needs, please talk to me as soon as possible!

### **b. Class schedule**

<b>Date/Time</b>	<b>Agenda</b>	<b>Required Readings</b>	<b>Due</b>
<b>Week 1</b> September 2	Introduction to the Course and to one another	None	Before class: Fill out "Getting to Know You" survey  Watch intro asynchronous lecture before first class
<b>Week 2</b> September 9	No synchronous class; participate in #scholarstrike	NASW Statement on Institutional Racism	
<b>Week 3</b> September 16	Class cancelled		Taping Assignment #scholarstrike paper
<b>Week 4</b> September 23	Establishing common	Bell, Lee Ann. 1997. "Theoretical Frameworks for Social Justice Education."	Post to groundrules brainstorm bulletin

Date/Time	Agenda	Required Readings	Due
	<p>understandings and guiding frameworks (social justice, social identities, positionality, socialization, intersectionality)</p>	<p>Morgaine, Karen. 2014. "Conceptualizing Social Justice in Social Work: Are Social Workers 'Too Bogged Down in the Trees?'" 4:1-18.</p> <p>Crenshaw, Kimberlé. 2015. "Why Intersectionality Can't Wait." <i>Washington Post</i>. <a href="https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/">https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/</a></p> <p>Optional: Arao, Brian &amp; Kristi Clemens. 2013. "From Safe Spaces to Brave Spaces: a new way to frame dialogue around diversity and social justice."</p>	<p>board</p> <p>Complete social identity profile</p>
<p><b>Week 5</b> September 30</p>	<p>Establishing common understandings and guiding frameworks (power, privilege, oppression &amp; -isms, microaggressions, dominant narratives, centering marginalized narratives)</p>	<p>Adichie, Chimimanda. "The Danger of a single story." (19 min video)</p> <p>Kattari, Shanna. "Understanding &amp; Engaging Microaggressions." (32 min video)</p> <p>Means, Russel. "What It Means to be Indian." (10 min excerpt from <i>Siege At Wounded Knee</i>)</p> <p>Johnson, Allan. 2006. "What it All Has to Do With Us." Pp. 76-89 in <i>Privilege, Power &amp; Difference</i>.</p> <p>Optional: Young, Iris. 2014. "The Five Faces of Oppression."</p>	<p>Reaction paper #1 due on Friday October 2</p> <p>Fill out survey for research project</p>
<p><b>Week 6</b> October 7</p>	<p>Health in/equity: Race and Racism, with focus on COVID-19 &amp;</p>	<p>Williams, David R. 2017. "How racism makes us sick" (18 mins)</p> <p>Taylor, Keeanga-Ymahtta.,</p>	

Date/Time	Agenda	Required Readings	Due
	environmental justice	<p>2020. "The Effect of Coronavirus on America's Black Communities"</p> <p>Conger, Gebeloff &amp; Oppel Jr. <a href="#">"Native Americans Feel Devastated by the Virus Yet Overlooked in the Data."</a> <i>New York Times</i>.</p> <p>Bell, Jasmine. 2016. "Five Things to Know about Communities of Color and Environmental Justice."</p> <p>Pulido, Laura &amp; Juan De Lara. 2018. "Reimagining 'justice' in environmental justice: Radical ecologies, decolonial thought, and the Black Radical Tradition." <i>Environment &amp; Planning</i> 1(1-2): 76-98.</p> <p>Strongly recommended: Ward, Jesmyn. 2020. <a href="#">"On Witness &amp; Repair: A personal tragedy followed by pandemic"</a></p>	
<b>Week 7</b> October 14	Health in/equity: Bodies, with focus on sizeism and ableism	<p>Baker. <a href="#">"Whose Life is Worth Saving?"</a> <i>New York Times</i>.</p> <p>Wong, Alice. 2020. <a href="#">"Am I Expendable During this Pandemic?"</a></p> <p>Lee, Nicole. 2019. <a href="#">"As a disabled person, my abortion wasn't questioned, but my pregnancy was."</a> <i>Quartz</i>.</p> <p>Your Fat Friend. <a href="#">"The Bizarre and Racist History of the BMI."</a></p> <p>Your Fat Friend. <a href="#">"Jillian Michaels &amp; The Alarming Legacy of the Biggest Loser."</a></p>	

Date/Time	Agenda	Required Readings	Due
		<p>Saguy &amp; Ward 2011. "Coming out as Fat: Rethinking Stigma" <i>Social Psychology Quarterly</i> 74(3): 53-75.</p> <p>Yes Magazine. <a href="#">"Here's what Fat Acceptance is—and isn't."</a></p> <p>NASW. <a href="#">"What every social worker needs to know about health at every size."</a></p>	
<p><b>Week 8</b> October 21</p>	<p>Health equity &amp; inequity Cisgender-heterosexism</p>	<p>Kattari, Shanna. 2018. "Transgender and non-binary people face health care discrimination every day in the United States."</p> <p>"LGBTQ patients reveal their exhausting, infuriating &amp; surprisingly common struggles at the doctor's office."</p> <p>"Pregnant in Prison"</p> <p>One additional reading TBA</p>	<p>Reaction paper #2 due Friday Oct 23</p>
<p><b>Week 9</b> October 28</p>	<p>Homelessness: Framing &amp; focus on LGBTQAll+ youth</p>	<p>Excerpt from <i>Evicted</i> by Matthew Desmond.</p> <p>Read at least two articles from the Symposium on Homeless LGBT Youth Epidemic in <i>Public Integrity</i> 2018, issue 6</p>	
<p><b>Week 10</b> November 4</p>	<p>Homelessness: immigrants &amp; refugees, violence against women</p>	<p>TBA</p>	<p>Remember to vote!</p>
<p><b>Week 11</b> November 11</p>	<p>Homelessness: Incarceration and Addiction</p> <p>Debrief election</p>	<p>Gowan, Teresa. 2002. "The Nexus: Homelessness &amp; Incarceration in Two American Cities." <i>Ethnography</i> 3(4): 500-534.</p> <p>Excerpt from Tsemberis, Samuel. 2010. <i>Housing First: Pathways Model to End</i></p>	<p>Reaction Paper #3 due Friday November 13</p>

Date/Time	Agenda	Required Readings	Due
		<i>Homelessness for People with Mental Illness and Addiction.</i>	
<b>Week 12</b> November 18	Presentations of your research & catch up on any topics	TBA by you	
<b>Week 13</b> November 25	Presentations of your research & catch up on any topics	TBA by you	
<b>Week 14</b> December 2	Community, Coalitions, Healing & Interdependence	<p>Mincus, Mia. 2010. <a href="#">“Wherever You Are Is Where I Want to Be: Crip Solidarity.”</a></p> <p><a href="#">“What Happens When We Can’t Have Solidarity All the Time?”</a></p> <p><a href="#">A Not-So-Brief Personal History of the Healing Justice Movement.</a></p> <p>One additional reading TBA</p>	Group Projects due on Friday, Dec 4
<b>Week 15</b> December 9	Looking forward: Allyhood & Accomplices, Reflections & Praxis for Anti-oppressive social work	<p>Edwards, Kerry. 2015. “Aspiring Ally Development.”</p> <p>Moving from Actor --&gt; Ally --&gt; Accomplice whiteaccomplices.org</p> <p>Indigenous Action. <a href="#">“Accomplices Not Allies: Abolishing the Ally Industrial Complex.”</a></p> <p>Medium. <a href="https://medium.com/awaken-blog/allyship-vs-accomplice-the-what-why-and-how-f3da767d48cc">https://medium.com/awaken-blog/allyship-vs-accomplice-the-what-why-and-how-f3da767d48cc</a></p> <p>10 tips on receiving critical feedback: a guide for activists</p> <p>One additional reading TBA</p>	Taping Project part 2 due Friday, December 11

### **c. Assignments**

This is a graded, 3-credit, course. Students will be graded on the assignments described below. Additional details and a rubric will be provided for each assignment. I will also offer some tips for success with each assignment.

I do want to be transparent about my general expectations for assignments in order to help support your planning and approach. In general, I am looking for understanding of course content, thoughtful reflection, ability to apply your course content outside of the classroom, clarity, insight and thoroughness. All written assignments should be carefully proofread for typos and clarity of content. A paper with lots of errors is difficult to read and obscures your meaning; it will be marked down accordingly. In general, a “B” is a good grade: it means that you did a better-than-average job. An “A” is reserved for excellent work—it says something new, it is creative, and it demonstrates superb and complex analysis and reflection.

Please turn in assignments on time; this ensures that I have time to read, grade, and offer useful feedback. An assignment will be marked down 1/3 of a letter grade for each day it is late unless you have received an extension from me prior to the due date. If you expect that you are going to be late turning in an assignment, please discuss this with me as soon as possible. I recommend that you anticipate surprises and start your assignments well in advance of the due date.

Grades will be assigned along the following scale:

100-98 A+	89-87 B+	79-77 C+	69-60 D
97-94 A	86-83 B	76-73 C	59 and below F
93-90 A-	82-80 B-	72-70 C	

<b>Assignment</b>	<b>Due date</b>	<b>Percent of overall grade</b>
Taping Assignment	Part One: Tuesday Sept 8 Part Two: Friday Dec 11	10%
Participation & Engagement	Ongoing throughout semester; mini assignments will be announced in class	50%
Reaction papers	Friday Oct 2 Friday Oct 23 Friday Nov 13	15% (5 each)
Research project on topic of your choice	Friday Dec 4	25%

All assignments due on Canvas unless otherwise noted.



Details for each of these assignments is available on Canvas.

**d. Participation and engagement**

Attendance and participation in all class sessions are critical for the learning process in this course. For this reason, students are expected to attend all class sessions. One percentage will be deducted for every unexcused absence. It is the responsibility of the student to contact the instructor and arrange for missed material.

Overall, the 40% of your participation and engagement grade will be allotted as follows:

Graded portion	Points available	What I'm looking for
Weekly thoughtful participation on the ongoing discussion forum online.	20	<ul style="list-style-type: none"> <li>- Since we are limiting our classtime to two hours, this is meant to offer an asynchronous place for continued conversation.</li> <li>- I'm looking for posts that demonstrate critical thinking and reflect on class material, pose interesting and thought-provoking questions, draw connections between readings/videos or something you're reading outside of class.</li> <li>- The goal is to make a conversation. That means (a) I want to you both offer insights <i>and</i> respond thoughtfully to your peers. (b) Please read the whole thread before you jump in (just as you would hear a whole conversation in the classroom). (c) When you read your classmates' posts, respond to them, just as you would in a classroom. I encourage you to acknowledge, validate, and respond in a way that highlights connection and builds a discussion.</li> <li>- I will also contribute to discussions as a facilitator. That means I'll read, periodically respond, and at times synthesize what I hear from all of your contributions. I may pose additional questions or highlight connections that I see.</li> <li>- Groundrules apply for online discussions and your adherence to them is part of your grade.</li> </ul>
One post in the "current events" section on Canvas	5	<ul style="list-style-type: none"> <li>- This is a chance for you to share information about what's going on outside of the classroom and connect it to class topics.</li> <li>- Provide a link to a news article or a video with a brief summary. The summary can be written or video (i.e., you can post a video of yourself explaining the story/event).</li> <li>- Then, pose at least two thought-provoking questions for your peers to consider. These questions should relate to class topics.</li> <li>- Respond to your peers' posts.</li> </ul>

Active engagement in zoom sessions and completion of class activities	20	<ul style="list-style-type: none"> <li>- Evidence of active listening. This is easiest for me and your peers to see when your camera is on; please check in with me if you plan to turn off your camera during zoom sessions.</li> <li>- Thoughtful contributions that demonstrate understanding of readings/class material, critical thinking, curiosity, and/or apply materials to the “real world,” synthesize across topics, and add complexity/nuance to our understanding.</li> <li>- Active Participation in breakout sessions.</li> <li>- I will periodically provide additional activities/assignments (e.g., polls, free write, illustrations, in-class simulations, etc.) Your participation in these will contribute to your grade here.</li> <li>- If you struggle with participating in sessions and concerned about this section of your grade, please reach out so that we can make a plan for how I can evaluate your engagement in class.</li> <li>- Groundrules apply for online discussions and your adherence to them is part of your grade.</li> </ul>
Meet with instructor online once this semester	5	<ul style="list-style-type: none"> <li>- Because it’s harder this semester to get to know you, I want to build in additional time to get to know you, hear about your experiences, and learn how to best support your learning. I think this is especially important in a semester when we can feel so isolated geographically.</li> <li>- Reach out to set up a meeting with me.</li> </ul>

If you want to discuss your grade at any point, please reach out!

### 3. Additional School & University Policies

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Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

#### **a. Safety and emergency preparedness**

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

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

Each SSW classroom is equipped with door locks. Pressing the Lock button (the only button located on inside of the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at [ssw-adacompliance@umich.edu](mailto:ssw-adacompliance@umich.edu).

### ***b. Mental health and well being***

The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

[Counseling and Psychological Services \(CAPS\)](#) at (734) 764-8312

[University Health Service \(UHS\)](#) at (734) 764-8320

[Additional campus health and wellness resources](#): The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self-care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

[SSW Health and Wellness Guide](#)

Contact the Health and Wellness Program at [ssw.wellness@umich.edu](mailto:ssw.wellness@umich.edu)

### ***c. Teaching evaluations***

Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

### ***d. Proper use of names and pronouns***

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns. [Students can designate their personal pronouns on the class roster via Wolverine Access](#): Student Business > Campus Personal Information > Gender Identity.

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

#### **e. Accommodations for students with disabilities**

If you are in need of any accommodations, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. [Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here.](#) Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

*For more information, contact:*

##### **Services for Students with Disabilities**

G-664 Haven Hall

505 South State St.

**Phone:** (734) 763-3000

**Email:** [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu)

#### **f. Religious/spiritual observances**

The University of Michigan, as an institution, does not observe religious holidays, however it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. [Please click here to find out more about student expectations around conflicts between the academic and religious calendars, as well as a non-exhaustive list of religious holidays.](#)

#### **g. Military deployment**

[Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.](#)

#### **h. Writing skills and expectations**

Strong writing and communication skills are essential to students' academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:

##### **SSW Writing Assistance**

Career Services (Room 1696)

1080 S University Ave.

**Phone:** (734) 763-6259

**Email:** [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu)

*APA formatting:*

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

***i. Academic integrity and plagiarism***

Plagiarism is prohibited in any academic writing at the University of Michigan. [More information on academic integrity policies can be found in the MSW Student Guide.](#)