



Course title:	PhotoVoice	
Course #/term:	SW750-1, Fall 2021	
Time & Location:	Saturday, 10/30/21 & 11/13/21, 9am-5pm 1636 SSWB	
Credit hours:	1	
Prerequisites:	None	
Instructor:	Dr. Mieko Yoshihama	
Pronouns:	She, her	
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Office:	TBA	
Office hours:	By appointment; send an email to schedule	

1. Course Statement

a. Course description

PhotoVoice is a participatory method of examining social issues, exposing injustice, and promoting action to improve social conditions. PhotoVoice engages the very people and communities affected by the social problem under investigation. Through repeated photo-taking and group discussion, PhotoVoice seeks to produce knowledge and generate solutions based on participants’ lived experiences. PhotoVoice is pedagogical as well, in that the very process of participating in the project facilitates participants’ acquisition of knowledge and skills with which they address the challenges they face. Typically, participants create “voice” (short written message) to accompany selected photographs; voices and photographs are disseminated in community venues as well as electronically to spur change.

Originating in public health, PhotoVoice has since been used in a wide range of fields including social work. PhotoVoice’s social justice orientation, deep engagement and partnership with communities, and attention to the multiple level of ecology from individual to societal level are compatible with social work practice, especially community change. PhotoVoice is also applicable to direct practice, program development and evaluation, policy analysis and development, and management and organizational practice.

This course will cover the history, theoretical, philosophical, and epistemological orientations, and ethical issues. Students will take photographs, participate in group discussion, and create voices. Through these experiential activities, students will learn about the process and impact of PhotoVoice, identify its strengths and limitations, and articulate ethical issues involved and formulate strategies to address them. The course will explore the application of Photovoice to a wide range of settings, domestically and globally. Students will have an opportunity to disseminate their photographs and voices in various format.

b. Course objectives and competencies

Students will:

1. Understand the theoretical, philosophical, and epistemological orientations of Photovoice methods

2. Understand ethical issues involved in Photovoice and formulate strategies to address them in a range of settings and contexts
3. Examine the feasibility, strengths, and limitations of PhotoVoice in assessing community needs, issues, and assets, and promoting community-generated solutions and capacities.
4. Apply critical and intersectional analysis of systems of power, privilege, and oppression in designing (and implementing) a PhotoVoice project in diverse community settings.

c. Course design

This course will use multiple methods including but not limited to: lectures, demonstrations, case studies, readings, videos, guest speakers, photo-taking and group discussions, and individual and group exercises. The primary pedagogy will be experiential and participatory.

d. Intensive focus on PODS

This course integrates critical and intersectional analyses of privilege, oppression, diversity and social justice (PODS), and promotes skills in identifying, exposing, and challenging interlocking systems of power, privilege, and oppression. This analysis includes interrogating what is considered scientific and/or legitimate knowledge, and challenging and expanding the scope of empirically based practice. Through the use of a variety of instructional methods, this course will encourage students to develop a vision of social justice; recognize, challenge, and reduce mechanisms of power, privilege, and oppression; work toward social justice processes; develop and apply critical intersectional frameworks; and strengthen critical consciousness.

2. Class Requirements

a. Assigned readings and learning activities

All assigned readings and other learning activities (e.g., videos) are available on CANVAS or through other electronic access. Students are expected to complete all required readings and activities before the class period to which they are assigned. Class activities will build on prior readings and activities rather than repeating them.

b. Class schedule

This course meets in-person with some asynchronous activities. Note that some changes/tweaks might be made due to guest speaker availability or in response to the flow of the class and learning needs.

	Topic	Readings/Videos/Assignments
	Before the 1 st session	<ul style="list-style-type: none"> • Watch: https://www.youtube.com/watch?v=muJo-0IEgkQ • Upload one photograph that represents something about yourself to CANVAS (Assignment-Day1 tab); you will introduce yourself with this photograph
10/30	Introduction PhotoVoice: history; theoretical, philosophical, and epistemological orientations; ethical issues Photo-taking & group discussion	<p>Required Readings: Wang, C., & Burris, M.A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. <i>Health Education & Behavior</i>, 24, 369-387. Sutton-Brown, C. A. (2014). Photovoice: A methodological guide. <i>Photography & Culture</i>, 7(2), 169-185. https://doi.org/10.2752/175145214X13999922103165 Creighton G., Oliffe J.L., Ferlatte O., Bottorff J., Broom A., & Jenkins, E.K. (2018). Photovoice ethics: Critical reflections from men's mental health research. <i>Qualitative Health Research</i>, 28(3), 446-455. doi: 10.1177/1049732317729137.</p> <p>Suggested/Optional Readings: Carlson, E. D., Engebretson, J., & Chamberlain, R. M. (2006). Photovoice as a social process of critical consciousness. <i>Qualitative Health Research</i>, 16(6), 836-852. doi:10.1177/1049732306287525</p>

Between sessions		Assignment 1 (1) (2) (3) → Submit presentation slides via CANVAS Assignment tab Assignment 2 (1) (2) (3) → Submit 2-3 photographs via CANVAS Assignment tab
11/13	PhotoVoice: social inclusion and exclusion; <Assignment 2> PhotoVoice application: Guest lectures*; Student presentations <Assignment 1>	<p>Required Readings: Castleden, H., Garvin, T., & Huu-ay-aht First Nation. (2008). Modifying Photovoice for community-based participatory Indigenous research. <i>Social Science & Medicine</i>, 66(6), 1393-1405 doi: http://dx.doi.org/10.1016/j.socscimed.2007.11.030 Liebenberg, L. (2018). Thinking critically about Photovoice: Achieving empowerment and social change. <i>International Journal of Qualitative Methods</i>. 17(1), 1-9. doi:10.1177/1609406918757631</p> <p>Suggested/Optional Readings: Powers, M. C. F., & Freedman, D. A. (2019). Applying a social justice framework to Photovoice research on environmental issues. <i>Critical social work</i>, 13(2), 80-100. https://doi.org/10.22329/csw.v13i2.5867 Yoshihama, M. (2021) Visualizing drivers of gender health disparities: Ongoing participatory action research following the 2011 disaster in Japan. <i>Social Science & Medicine</i>. doi:10.1016/j.socscimed.2021.114133</p>

* With a grant support from the International Association of Schools of Social Work, this course has been co-developed by a team of social work and education faculty members from universities and practitioners in Portugal and Spain. Team members include:

- José Luis Fernández-Pacheco, Ph.D., Lecturer, University of Extremadura, Cáceres, Spain
- Antonio López Peláez, Ph.D., Professor, Department of Social Work, The National Distance Education University, Madrid, Spain
- Eduardo Marques, Ph.D., Social Work Lecturer, School of Social Sciences & Humanities, University of Azores, Ponta Delgada, Portugal
- António Patrão, Forest Engineer, Ph.D. Candidate, Institute of Interdisciplinary Research, University of Coimbra, Coimbra, Portugal

They facilitate group discussions and give guest lectures.

c. Assignments

Assignment	Due Date	How to submit/where	%
1. Critical analysis of use of PhotoVoice for community change	11/13/21	Submit presentation slides CANVAS by 11/10/21 11:59pm and make an in-class presentation	30
2. PhotoVoice	Ongoing	See below for detail; Submit selected photographs via Google Drive by 11/10/21 11:59pm	50
3. Attendance & Participation	Ongoing	Various forms of participation (e.g., photo-taking, small & large group discussion)	20

INSTRUCTIONS FOR ASSIGNMENTS

The following are descriptions of each assignment. Please note that some changes and tweaks might be made in response to the flow of the class and learning processes and needs. When changes are necessary, I will alert you as soon as possible in multiple forms (e.g., in-class, Canvas announcement).

1. Critical analysis of use of PhotoVoice for community change

- (1) Identify a project that used PhotoVoice to address social issues and advocated for change.
 - The source material can be an academic journal article, book, book chapter, organizational report, or digital material (e.g., video, website).
 - You are encouraged to find a PhotoVoice project conducted in diverse communities, domestic or abroad.
- (2) Prepare a 4-minute presentation addressing the following:
 - a) Goal/purpose
 - b) Organizers/Locations/Participants
 - c) Programming (e.g., number/frequency of meetings; duration; dissemination)
 - d) Strengths & Limitations, Ethical Issues, and More
- (3) Upload your presentation slides (saved as a PPT or PDF file) onto CANVAS - Assignment tab by 11/10/21 11:59pm.
- (4) Make an in-class presentation in Session 2.

2. PhotoVoice

- (1) Between Session 1 and 2, take a photo-taking tour in your community (must be at least one hour) and take photographs of what you think represents social inclusion and exclusion. Take as many photographs as you wish/can.
 - (2) Select 2-3 photographs to share in class, and create draft "voices" for them (but be prepared to revise during/following group discussions).
 - (3) Upload the selected photographs onto Google Drive by 11/10/21 11:59pm.
 - (4) Discuss your photographs and voices in class.
 - (5) Revise and update voices.
 - (6) Share photograph and voices in class
- (7) Create a PhotoVoice exhibition. Details will be provided later in-class and/or via CANVAS.

3. Attendance & Participation

You need to come to class well-prepared, which means doing all the assigned/required readings and activities before the class. You are expected to actively participate all class activities.

d. Grading

This course uses a pass/fail grading.

An incomplete grade is given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The student must formally request an incomplete from the instructor prior to the final week of classes.

Please review the MSW Student Guide for policies on grades and grievance procedures.

e. Accommodations

If you need any accommodations for a disability or a condition that may interfere with your participation in this course, please let me know as soon as possible. Any information you provide about a disability and/or accommodation is private and confidential. For more information and resources, please contact the Office of Services for Students with Disabilities (OSSD, <http://ssd.umich.edu/>) at (734) 763-3000 /

ssdoffice@umich.edu.

f. Attendance and Class Participation

This class involves a wide range of experiential learning exercises, and therefore, class attendance and participation are critical to achieving the full impact of the course. You need to inform the instructor of your absence as soon as is practically possible. Please review Policy on Class Attendance in the MSW Student Guide.

You are expected to actively participate in class discussions, individual and group activities, and various in-class exercises. If you have difficulties participating for linguistic, cultural, or other reasons, let's discuss them individually and explore ways in which you can participate in class more actively.

g. A Note on Scholarly Discourse

What we will discuss in class involves controversial issues. All of us come to this course with various experiences and values, as well as assumptions, prejudices, and stereotypes. Disagreements are expected and even welcomed as long as we respect diverse opinions and perspectives and refrain from attacking one another personally. Let us strive to remain open to diverse perspectives, which may conflict with our own.

h. Use of electronic devices

In order to maximize engagement and participation, students are asked to turn off cell phones during class. If you are utilizing an electronic device (e.g., a laptop computer, tablet), it is assumed that it is relevant to the class content and process. If not, the instructor reserves the right to request that the student stop using an electronic device during class.

i. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without an 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 sessions must present documentation to the instructor prior to any recording being done. The instructor reserves the right to disallow recording for a portion of any class time, especially where privacy is a special concern.

If the instructor chooses to record a class, they will decide which session(s) and what portion of each session to be recorded and where/how a recording is made available. 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 a written consent of the instructor.

j. Responding to COVID-19

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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course 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](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). You are encouraged to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

k. 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 the instructor by email about your absence as soon as practical. Please note that documentation (a doctor's note) for medical excuses is *not* required.

l. Academic Integrity

We adhere to high standards of academic integrity. The Library Research Guide on Academic Integrity in Social Work is available at <http://guides.lib.umich.edu/swintegrity>. Plagiarism is prohibited in any academic writing at the University of Michigan. Any student caught plagiarizing or cheating in any way will earn a failing grade in this course and may be expelled from the University of Michigan. [More information on academic integrity policies can be found in the MSW Student Guide](#). Other forms of Academic and Professional Misconduct include a wide range of behaviors, such as abuse of confidentiality and obstruction of the academic activities and scholarly research of another (e.g., harassment, intimidation, or tampering with data, records and notes).

m. Self and Group Care

The course topics and materials have the potential to elicit distress, anxiety, a sense of helplessness, rage, and other strong and/or traumatic reactions. While these reactions are common and natural, they may be intense and may interfere with your personal and academic life. It is important to recognize your reactions - in other words, do not deny them, but explore and develop ways to process them. We as a group will acknowledge and address our reactions through class discussions and reflective activities, and hope to create a mutually supportive learning environment for all of us in the class.

n. Additional School and University policies, information and resources are available at: <https://sww.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*

Additional Resources (Referenced in Class and/or Recommended for Further Reading)

PhotoVoice in Diverse Settings and Communities

- Adekeye, O., Kimbrough, J., Obafemi, B., & Strack, R. W. (2014). Health literacy from the perspective of African immigrant youth and elderly: A PhotoVoice project. *Journal of health care for the poor and underserved*, 25(4), 1730-1747.
- Bananuka, T. & John, V.M. (2015). Picturing community development work in Uganda: Fostering dialogue through Photovoice. *Community Development Journal*, 50, 196-212.
- Beh, A., Bruyere, B.L., & Lolosoli, S. (2013). Legitimizing local perspectives in conservation through community-based research: A Photovoice study in Samburu, Kenya. *Society and Natural Resources*, 26, 1390-1406.
- Bell, S. E. (2015). Bridging activism and the academy: Exposing environmental injustices through the feminist ethnographic method of Photovoice. *Human Ecology Review*, 21, 27-58,199.
- Bukowski, K., & Buetow, S. (2011). Making the invisible visible: A Photovoice exploration of homeless women's health and lives in central Auckland. *Social Science & Medicine*, 72(5), 739-746. <https://doi.org/https://doi.org/10.1016/j.socscimed.2010.11.029>
- Cai, Y. (2017). Bonding, bridging, and linking: photovoice for resilience through social capital. *Natural Hazards*, 88(2), 1169-1195. <https://doi.org/10.1007/s11069-017-2913-4>
- Cheezum, R. R., Rosso, M. T., Niewolak, N., & Cobb, T. (2018). Using PhotoVoice to understand health determinants of formerly homeless individuals living in permanent housing in Detroit. *Qualitative Health Research*, 29(7), 1043-1055. doi: 10.1177/1049732318816670
- Christensen, M. C., Capous-Desyllas, M., & Arczynski, A. V. (2020). Photovoice as a multilevel tool for gender and sexual identity exploration. *Families in Society*, 101(2), 219-231. <https://doi.org/10.1177/1044389419889710>
- Cornwall, A., Capibaribe, F., & Gonçalves, T. (2010). Revealed cities: A Photovoice project with domestic workers in Salvador, Brazil. *Development*, 53, 299-300.
- Creighton, G., Oliffe, J. L., Bottorff, J., & Johnson, J. (2018). "I should have ...": A Photovoice study with women who have lost a man to suicide. *American Journal of Men's Health*, 12(5), 1262-1274. <https://doi.org/10.1177/1557988318760030>
- Desyllas, M. C. (2013). Using photovoice with sex workers: The power of art, agency and resistance. *Qualitative Social Work*, 13(4), 477-501. <https://doi.org/10.1177/1473325013496596>
- Graham, L. F., Reyes, A. M., Lopez, W., & Gracey, A. (2013). Addressing economic devastation and built environment degradation to prevent violence: A Photovoice Project of Detroit Youth Passages. *Community Literacy Journal*, 8(1), 41-52.
- Graziano, K. J. (2004). Oppression and resiliency in a post-apartheid South Africa: Unheard voices of Black gay men and lesbians. *Cultural Diversity and Ethnic Minority Psychology*, 10(3), 302-316. <https://doi.org/10.1037/1099-9809.10.3.302> It is a PV study but no photographs presented
- Holtby, A., Klein, K., Cook, K., & Travers, R. (2015). To be seen or not to be seen: Photovoice, queer and trans youth, and the dilemma of representation. *Action Research*, 13(4), 317-335. <https://doi.org/10.1177/1476750314566414>
- International Association of Schools of Social Work. (2018, April). *Social dialogue: Arts & social work*. 19, <https://socialdialogue.online/sd19/>
- Lightfoot, A. F., Thatcher, K., Simán, F. M., Eng, E., Merino, Y., Thomas, T., . . . Chapman, M. V. (2017). "What I wish my doctor knew about my life": Using photovoice with immigrant Latino adolescents to explore barriers to healthcare. *Qualitative Social Work*, 18(1), 60-80. doi: 10.1177/1473325017704034
- Marques, E. (2021). A cidadania através da fotografia: a utilização do photovoice na promoção dos Direitos Humanos de pessoas em situação de sem abrigo. *Revista Inclusiones*, 8 (Especial/Enero–Marzo), 421-34.
- McIntyre, A. (2003). Through the Eyes of Women: Photovoice and participatory research as tools for reimagining place. *Gender, Place & Culture*, 10(1), 47-66. <https://doi.org/10.1080/0966369032000052658>
- Mejia, A. P., Quiroz, O., Morales, Y., Ponce, R., Chavez, G. L., & y Torre, E. O. (2013). From madres to mujeristas: Latinas making change with Photovoice. *Action Research*, 301-321.
- Rania, N., Migliorini, L., Rebora, S., & Cardinali, P. (2014). Enhancing critical dialogue about intercultural integration: The Photovoice technique. *International Journal of Intercultural Relations*, 41, 17-31.

<https://doi.org/https://doi.org/10.1016/j.ijintrel.2014.06.006>

- Umurungi, J.-P., Mitchell, C., Gervais, M., Ubalijoro, E., & Kabarenzi, V. (2008). Photovoice as a methodological tool to address HIV and AIDS and gender violence amongst girls on the street in Rwanda. *Journal of Psychology in Africa, 18*(3), 413-420.
- Peabody, C. G. (2013). Using Photovoice as a tool to engage social work students in social justice. *Journal of Teaching in Social Work, 33*(3), 251-265. doi: 10.1080/08841233.2013.795922
- Sahay, K. M., Thatcher, K., Núñez, C., & Lightfoot, A. (2016). "It's like we are legally, illegal": Latino/a youth emphasize barriers to higher education using Photovoice [Article]. *High School Journal, 100*(1), 45-65. <https://doi.org/10.1353/hsj.2016.0020>
- Yoshihama, M. (2019). PhotoVoice Project: A participatory research and action in post-disaster Japan. In E. Huss & E. Bos (Eds.), *Art in social work practice: Theory and practice – International perspectives* (pp. 57-67). Routledge.
- Yoshihama, M., & Yunomae, T. (2018). Participatory investigation of the Great East Japan Disaster: PhotoVoice from women affected by the calamity. *Social Work, 63*(3), 234-243. doi: 10.1093/sw/swy018

PhotoVoice Methods and Guidelines

- Capous-Desyllas, M., & Bromfield, N. F. (2018). Using an arts-informed eclectic approach to Photovoice data analysis. *International Journal of Qualitative Methods, 17*(1), 1609406917752189. <https://doi.org/10.1177/1609406917752189>
- Capous-Desyllas, M., & Forro, V. A. (2014). Tensions, challenges, and lessons learned: Methodological reflections from two Photovoice projects with sex workers. *Journal of Community Practice, 22*(1-2), 150-175. <https://doi.org/10.1080/10705422.2014.901269>
- Evans-Agnew, R. A. & Rosemberg, M-A. S. (2016). Questioning Photovoice research: Whose voice? *Qualitative Health Research, 26*(8), 1019-1030. doi: 10.1177/1049732315624223
- Fernández-Pacheco, J.L., Rasskin-Gutman, I., Marques, E., & Yoshihama, M. (In press). (Digital) PhotoVoice y su papel en el Desarrollo Comunitario y la construcción de la identidad colectiva: hacia una ciudadanía crítica y participativa a través de la educación. *Research in Education and Learning Innovation Archives (REALIA)*.
- Hergenrather, K. C., Rhodes, S. D., Cowan, C. A., Bardhoshi, G., & Pula, S. (2009). Photovoice as community-based participatory research: A qualitative review. *American Journal of Health Behavior, 33*(6), 686-698.
- Johnston, G. (2016). Champions for social change: Photovoice ethics in practice and 'false hopes' for policy and social change. *Global Public Health, 11*(5-6), 799-811. <https://doi.org/10.1080/17441692.2016.1170176>
- Marques, E., J. Fernandez-Pacheco, J. L., & Yoshihama, M. (Accepted). PhotoVoice in the time of digital social work. A. López Peláez & G. Kirwan (Eds.), *The Routledge international handbook of digital social Work*. Routledge.
- McDonald, L. E., & Capous-Desyllas, M. (2021). Navigating ethical issues in Photovoice: Balancing the principles of community-based participatory research ethics with Institutional Review Board requirements. *Journal of Empirical Research on Human Research Ethics, 16*(4), 364-373. <https://doi.org/10.1177/15562646211032777>
- PhotoVoice. (n.d.). Statement of ethical practice. available at <https://photovoice.org/about-us/photovoice-statement-of-ethical-practice/>
- Ponic, P., & Jategaonkar, N. (2012). Balancing safety and action: Ethical protocols for Photovoice research with women who have experienced violence. *Arts & Health, 4*(3), 189-202. doi:10.1080/17533015.2011.584884
- Powers, M., Freedman, D., & Pitner, R. (2012). From snapshot to civic action: A Photovoice facilitator's manual. *Community-Engaged Scholarship for Health (CES4Health)*, available online at <http://bit.ly/OjCuL8>.
- Sanon, M.-A., Evans-Agnew, R. A., & Boutain, D. M. (2014). An exploration of social justice intent in photovoice research studies from 2008 to 2013. <https://doi.org/10.1111/nin.12064>. *Nursing Inquiry, 21*(3), 212-226.
- Strunk, K. K., & Locke, L. A. (2019). *Research methods for social justice and equity in education*. Springer.
- Wang, C. (1999). Photovoice: A participatory action research strategy applied to women's health. *Journal of Women's Health, 8*, 185-192.
- Wang, C., & Burris, M.A. (1994). Empowerment through photo novella: Portraits of participation. *Health Education & Behavior, 21*, 171-186.
- Wang, C. C., & Redwood-Jones, Y. A. (2001). Photovoice ethics: Best practices from the Flint photovoice project. *Health Education & Behavior, 28*(5), 560-572. doi: 10.1177/109019810102800504