



Course title:	Intergroup Dialogues / Diversity, Dialogues, & Social Justice	
Course #/term:	SW752, Section 1, Spring/Summer 2022 (In-Person)	
Time and place:	Wednesdays: 5/11, 5/18, 5/25, 6/1, 6/8 from 6-8pm* Room #B798	
Credit hours:	1	
Prerequisites:	None	
Instructor:	Grace Helms-Kotre, MSW	
Pronouns:	She/Her	
Contact info:	Email: grpaige@umich.edu	Phone: 734-255-0090
	You may expect a response within 24 hours	
Office:	2764 SSWB	
Student hours:	Wednesdays 12-1pm on Zoom (or by appointment)	

*Class meetings will be ~2 hours with additional weekly asynchronous content

1. Course Statement

a. Course description

This course is designed to increase students awareness, knowledge, and understanding of issues related to diversity and social justice, including race, ethnicity, class, gender, religion, sexual orientation, age, ability status, and the intersections between these social identity groups. Additionally, students will gain an understanding of dialogue as a method for peacefully resolving conflict that may emerge due to cultural misunderstandings or oppressive dynamics, as well as skills for effectively engaging in dialogue. The topics of this course include social identity development; difference and dominance and the nature of social oppression; our personal and interpersonal connections to power, privilege, and oppression; understanding and resolving conflicts or resistance; the process of dialogue and coalition building across differences; and its applications in multicultural social work settings.

b. Course objectives

1. Students will learn how to engage in dialogue with others about cultural diversity and social justice across our differences by using interpersonal communication skills including assertive communication and active listening.
2. Students will deepen their understanding of multiple social identities (i.e., race, class, gender, sexual orientation, religion, age, ability status, age, etc.), as well as an understanding of the many ways that our multiple identities intersect to create remarkably diverse identity groups.
3. Students will understand dynamics of difference and dominance/oppression (e.g., systems of inequity and inequality, power and status differences, and relative differences in power/privilege or oppression), and how they impact human functioning and social relations within and across diverse groups.
4. Students will develop critical awareness of how the beliefs, feelings, and behaviors that emerge from our multiple identities (and their corresponding experience with dominance or oppression) enhance or hinder our abilities to work with diverse groups.
5. Students will explore a variety of contemplative practices to enhance self-regulation (grounding), self awareness, critical consciousness, and staying present with discomfort.

c. Course design

Social workers must be practitioners of social justice. In this course, we will explore intergroup dialogue as a primary tool for understanding and promoting social justice. We will highlight the ways in which individual issues are rooted in socio-political patterns of inequality. We will use the 4 Levels Model of Systemic Oppression and Change (personal, interpersonal, institutional, and societal/cultural) to guide us in understanding the interconnection of personal and political. Skillful dialogue is useful in every area of social work: micro-level relationship-building and understanding of clients' experiences of privilege and oppression as well as macro-level skills of communication for organizing, facilitation of social justice education, and policy-making informed by individuals' lived experiences. Critical self-reflection is central to our effectiveness as dialogue participants and facilitators; as such, we will engage in a variety of contemplative practices to enhance self-awareness and self-regulation. This course will include required weekly readings, engagement with other media, weekly assignments, and in-class participation.

d. Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS)

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice 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

- Text and class materials

Our primary text for this course is:

Kim, A. S., del Prado, A., & Nadal, K. L. (2019). *It's time to talk (And listen): How to have constructive conversations about race, class, sexuality, ability, & gender in a polarized world*. New Harbinger Publications, Incorporated.

We will be reading this text in its entirety. It is available through the bookstore as a hardcopy or e-text. You can also access the e-text for free through the UM Library through this [permalink](#) or by searching the database for the title.

Our secondary text for this course is:

Sensoy, O., & DiAngelo, R. (2011). *Is everyone really equal? : An introduction to key concepts in social justice education* (pp. 41-83). Teachers College Press.

We will only be reading select chapters from this text, so I don't recommend purchasing it! It is available as a free e-text through the UM Library through this [permalink](#) or by searching the database for the title. Links to each assigned chapter will also be provided in Canvas.

Additional media (articles, videos, etc.) will be assigned weekly and posted in Canvas modules. Weekly activities and assignments (see below) will be posted in each week's module by 9am on Thursdays (and you'll have until the following Wednesday at 9am to complete them - see class schedule calendar below).

Commitment to Equity: In this course, we will work to co-create a classroom environment in which “all students are treated equitably, have equal access to learning, and feel valued and supported in their learning. Furthermore, this course is one in which equity is centered in that it attends to social identities and seeks to change the ways systemic inequities shape dynamics in teaching-learning spaces, affect individuals’ experiences of those spaces, and influence course and curriculum design.” (Adapted from UM-CRLT)

As your instructor, I am committed to equity-focused teaching. As such, the following tools will be incorporated throughout the term:

- Regular student feedback opportunities
- Activities to explore our own social identities and positionality
- Various modalities for learning and resource types to meet a variety of needs
- Small and large group discussions
- Community building activities
- Contemplative practices to foster self-awareness, self-regulation, empathy, compassion, and community including mindfulness, meditation, journaling, contemplative listening, etc.
- Various opportunities for students to connect with the instructor including weekly student hours and option for one-on-one meetings
- Flexibility with assignment deadlines
- Highlighting of traditionally marginalized voices in resources and activities
- Learning objectives for assignments to enhance transparency
- Rubrics (“expectations”) for all assignments to enhance transparency
- “Community Agreements” to foster an equitable learning environment
- Synchronous and asynchronous components
- “Ungrading” model to enhance self-accountability and critical engagement

Self-Care Focus: Self-care is a required course component?! Yes. Developing and/or maintaining your regular self-care routine is a crucial component of professional social work practice. You will absolutely be a better social worker if you are taking care of yourself, and your wellness will both directly and indirectly affect everyone you work with now and in the future. Self-care also prepares you to be more effective in your work for social justice. You will be invited to set aside one hour of intentional self-care each week (may be divided up throughout the week) and to briefly summarize your experience in your weekly Self-Reflective Journal.

- Class schedule

Please keep this weekly schedule for our course in mind:

WED (Day 1)	THURS (Day 2)	FRI (Day 3)	SAT/SUN (Days 4-5)	MON (Day 6)	TUES (Day 7)
<p>DUE 9am Weekly Journal in Canvas (starting in Week 2)</p> <p>12-1pm <i>Student Hours via Zoom</i> (optional)</p> <p>6-8pm In-Person Class (Room #B798)</p>	<p>9am New weekly content posted in Canvas</p>				

Below is the course schedule by topic, subject to change. It is your responsibility to keep up with changes posted or announced.

NOTE: All of this content will be listed in Canvas weekly modules.

SESSION / DATE	TOPICS	READINGS IN CANVAS (additional content in Canvas)	ASSIGNMENTS DUE
May 11 - Session #1	<ul style="list-style-type: none"> • Course Overview • Community-Building • Intro to Dialogue 	<ul style="list-style-type: none"> • Syllabus in full • Kim & del Prado TEXT: <ul style="list-style-type: none"> ○ Preface ○ Introduction • Tatum (2003) <ul style="list-style-type: none"> ○ Ch. 2: The Complexity of Identity 	(NONE)
May 18 - Session #2	<ul style="list-style-type: none"> • Identity Development • Socialization • Inner Preparation 	<ul style="list-style-type: none"> • Kim & del Prado TEXT: <ul style="list-style-type: none"> ○ Step 1: Identify a Grounded Goal • Sensoy & DiAngelo TEXT: <ul style="list-style-type: none"> ○ Ch. 2: Socialization 	<p>One hour self-care</p> <p>Due Wed, 5/18 @ 9am: WEEK 2 JOURNAL (#1/4)</p>

May 25 - Session #3	<ul style="list-style-type: none"> ● Implicit Bias ● Identifying Barriers ● Centering Values 	<ul style="list-style-type: none"> ● Kim & del Prado TEXT: <ul style="list-style-type: none"> ○ Step 2: Locate and Acknowledge Barriers ○ Step 3: Setting a Value-Driven Intention ● Sensoy & DiAngelo TEXT: <ul style="list-style-type: none"> ○ Ch. 3: Prejudice & Discrimination 	One hour self-care Due Wed, 5/25 @ 9am: WEEK 3 JOURNAL (#2/4)
June 1 - Session #4	<ul style="list-style-type: none"> ● Identity & Intersectionality ● Power & Oppression ● Assertive Communication 	<ul style="list-style-type: none"> ● Kim & del Prado TEXT: <ul style="list-style-type: none"> ○ Step 4: Set the Stage ○ Step 5: Take Action ● Sensoy & DiAngelo TEXT: <ul style="list-style-type: none"> ○ Ch. 4: Oppression & Power 	One hour self-care Due Wed, 6/1 @ 9am: WEEK 4 JOURNAL (#3/4)
June 8 - Session #5	<ul style="list-style-type: none"> ● Active Listening ● The Hard Work of Connection ● Lifelong Commitment 	<ul style="list-style-type: none"> ● Kim & del Prado TEXT: <ul style="list-style-type: none"> ○ Step 6: Listen ○ Step 7: Respond ○ Step 8: Do It Again ○ Conclusion ● Dessel et al., 2006 “Using intergroup dialogue to promote social justice and change” 	One hour self-care Due Wed, 6/8 @ 9am: WEEK 5 JOURNAL (#4/4) Due 6/9 - 6/13: Final Self-Assessment

- **Assignments & Descriptions**

Assignments should be submitted in Canvas by the date/time specified, *and* all deadlines are somewhat flexible. Please be in touch with the instructor directly if you are having any problems completing or submitting the assignment. I’m happy to support you - communication is key!

Please see descriptions of course assignments below:

1. Self-Reflective Journals: Critical self-reflection is central to the objectives of this course. You will be asked to regularly explore your inner experience related to weekly content posted in Canvas in four journal entries (due in weeks 2, 3, 4, and 5 of our course). Journal submissions should be well thought-out and organized, indicate insights, challenges, and curiosities arising for you, and demonstrate self-awareness in terms of emotional and/or somatic (body-based)

responses to course content. Prompts will center around the week's themes and include questions about your required weekly self-care practice (see above). Entries should be approximately 1.5-2 pages in length (or ~500-800 words). Weekly journal entries should be submitted in Canvas by the following Wednesday at 9am (see due dates above). More information will be shared in Canvas.

2. Final Self-Assessment: In this course, we will be applying the practice of “ungrading” (see description below). As such, rather than assigning you point totals or grades on your journals, I will provide *qualitative* feedback (comments) and a “grade” of “complete/incomplete.” Additionally, I will take note of your participation (which includes sharing and/or active listening) in class. At the end of the term (after 5 short weeks!), I'll invite you to complete a Final Self-Assessment (Canvas survey) which will ask you to reflect on your effort, engagement, contributions, key take-aways, and other experiences in this course. Based on your assessment, you will self-assign a course letter grade. I will review your self-assessment, provide feedback, and possibly contact you to discuss further. More information is in Canvas.

- Attendance and class participation

Participation: Students are expected to attend class (see [Policy on Class Attendance](#)). This is a practice-based course. As such, please plan to participate actively in class discussions and engage fully with activities. Engaging with all assigned weekly content is required for successful participation in class discussions. For our live class time together, please plan to arrive on time and attend the entire period (~2 hours). If you need to leave class early or arrive late, please let me know ahead of time when possible.

Responsibilities: It is the instructor's responsibility to:

- Clearly explain all required course components
- Abide by “Community Agreements”
- Center “Community Agreements” in every class period
- *Call in* any student who is not abiding by our “Community Agreements”
- Reply to questions, comments, and concerns in a timely manner (within 24-48 hours by email)
- Offer “Student Hours” once/week (on Zoom, times listed above)
- Be available to students for one-on-one meetings by scheduled appointment
- Accommodate students' needs (as outlined below in Make-Ups)

It is the student's responsibility to:

- Engage fully with the learning process (complete all required weekly content and assignments)
- Attend live class with full presence (ready to engage with materials, instructor, and other students)
- Abide by our "Community Agreements"
- *Call in* the instructor or any student who is not abiding by our "Community Agreements"
- Engage in critical self-reflection
- Communicate directly with the instructor about absences, late assignments, or other issues that may disrupt course participation

Make-Ups: If you are not able to participate in our class discussions for any reason, please be in touch with the instructor ahead of the class period you will miss (unless it is an emergency in which case you should contact the instructor ASAP). You will be invited to submit a supplementary/make-up assignment. (Communication is key! I am committed to supporting each student's success in this class. Let's work together to make sure everything goes smoothly.)

Feedback: As your active participation is required for a successful learning experience in this course, it is critical that you share any barriers to your engagement. You are a co-creator of this course – your ideas and feedback will help to shape the course as it is unfolding. Please share feedback with the instructor directly (via email, in Canvas messages, during live class or in student hours) at any point in the term.

Student Hours: Instead of traditional "office hours," I hold weekly "student hours." The idea is the same, but I want to emphasize that this time is *for you!* Students are invited to connect with me during the scheduled time on Zoom (see hours at top of syllabus) to ask questions, share comments, or simply to chat! You can drop in for 5 minutes, stay the whole hour, or anything in between. If you would rather set up a one-on-one meeting for another time, please simply contact me directly.

- UNgrading

What is UNgrading? For this course, we will be experimenting with the social justice practice of "ungrading." We will discuss the rationale behind this practice in class. This means that I will not assign point values or grades to any of your work. Instead, I will keep qualitative records of your participation, effort, engagement, and progress

throughout the course, and I'll expect you to do the same. At the end of the term, you will complete a Final Self-Assessment to help you thoughtfully consider your efforts in this course. If your assessment differs from mine significantly, we will have a one-on-one check-in to discuss.

I trust that you will engage thoughtfully in this process alongside me! As the instructor for this course, I intend to honor your decision for your final course grade. If we disagree in a significant way about your final course grade, we will have a discussion and hopefully come to an agreement. I reserve the right to change final course grades as appropriate (although I expect this to be highly unlikely).

Standard SSW grading distribution chart for your reference:

97-100%	A+	84-86%	B	70-73%	C-
94-96%	A	80-83%	B-	67-69%	D+
90-93%	A-	77-79%	C+	64-66%	D
87-89%	B+	74-76%	C	60-63%	D-

Additional background on standard MSW Student Guide policies regarding grading:

- [Grades in Academic Courses and in Field Instruction](#)
- [Policy for Grading in Special Circumstances](#)
- [Student Grievance Procedures](#)

- Class Recording and Course Materials

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.

- 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. 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](#) (if required) 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](#). 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](#).

- 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.

- Student Well-Being

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, social identities, finances, etc. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers many resources, some of which are listed at Resources for Student Well-being on the [Well-being for U-M Students website](#). You can also search for additional resources on that website.

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*