



Course title:	Engaging Social Justice, Diversity, and Oppression in Social Work
Course #/term:	SW 505 Section 006, Fall 2022
Time and place:	Monday 9am-12pm, Room B760
Credit hours:	3
Prerequisites:	N/A
Instructor:	Kari Sherwood
Pronouns:	She/her
Contact info:	Email: karisher@umich.edu You may expect a response within 24 hours
Office:	B660
Office hours:	Virtual, by appointment

1. Course Statement

a. Course description

This required essentials course is designed to increase students' awareness, knowledge, and critical skills related to diversity, human rights, social and economic justice. The course focuses heavily on engaging diversity and differences in social work practice and advancing human rights and social and economic justice, through understanding power and oppression across micro, meso, and macro levels. 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 self-reflexivity and developing skills in critical contextual thinking and analyses, as well as learning to use knowledge and theory to recognize critique, and engage underlying assumptions, and inform working for change. Multiple kinds of understanding are especially important—across groups, between organizations and system levels, and within and between people, related to intersecting social locations. The underlying theme for this section is economic inequality.

b. Course objectives and competencies

- Recognize the extent to which structures, policies, and values may oppress, marginalize, alienate, create or enhance privilege and power (Essential 14, 30, 33, 44; EPAS 1, 2, 3, 5, 6).
- Explain the cumulative effect of structural discrimination on people with differing and multiple social identities and locations (Essentials 11, 14, 29, 33, 38, 45; EPAS 1, 2, 3, 6).
- Distinguish between health differences and health disparities, and provide relevant examples of each (Essential 5, 11, 15, 30; EPAS 1, 2, 5, 6, 7, 8).
- Discuss the policy reform sought by modern social justice movements in response to police brutality (Essential 6, 13, 14, 30, 32, 44; EPAS 1, 2, 3, 5, 6, 7).
- Recognize how policy decisions at the local, state, and national level can exclude and endanger the environmental health of citizens when their voices are not heard or heeded (Essential 5, 13, 22, 29, 30; EPAS 1, 2, 3, 5, 6, 7, 8, 9).
- Utilize strategies and resources to advocate for social, economic, and environmental justice and change, while protecting human rights (Essential 1, 11, 14, 29, 33, 43; EPAS 1, 2, 3, 6, 7).
- Define and apply your own positionalities and the importance of their intersections (Essential 38, 42, 45; EPAS 1, 2, 3, 6)
- Evaluate historical context and its current applications within the profession and practice as an ally (Essential 6, 11, 15, 29, 39, 44, 45; EPAS 1, 2, 3, 5, 6, 7, 8).

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 and impacts of their beliefs and perspectives. This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences, examining sources of power and knowledge, and understanding more about identities. It involves lectures, video, discussion 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. Intensive focus on 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.

Specifically, this course centers entirely on engaging with, exploring, and better understanding PODS as related to social work practice on all levels. PODS is infused through this course and its assignments, which require self reflection, group work with practice of skills learned, and application of key concepts to understand social justice issues and social work responses to the myriad of needs connected to PODS, both with clients/communities, and social workers themselves.

2. Class Requirements

a. Text and class materials

Weekly readings (e.g., articles, podcasts, white papers) will be posted to Canvas under the appropriate Modules tab. **READINGS AND RESOURCES ARE SUBJECT TO CHANGE BASED ON RAPIDLY CHANGING NEWS. SEE CANVAS WEEKLY MODULES FOR FINAL ASSIGNED READINGS AND RESOURCES.**

b. Class schedule

Week	Topic	Read-Watch-Listen	Activities
Week 1 Aug 29	Critical Race Theory/Anti-Racism	1. PODCAST: Founding Critical Race Theory 2. There is No Debate Over Critical Race Theory 3. What it Means to be Anti-Racist 4. PODCAST: Not Racist is Not Enough: Putting in the Work to be Anti-Racist 5. SW Grand Challenges – Eliminate Racism	RECORDED LECTURE on Canvas – we will not meet in person! Discussion Boards
Week 2 Sept 5	LABOR DAY		NO CLASS!
Week 3	Environmental	1. CASE STUDY: Environmental Injustices and Health	Discussion Boards

Sept 12	Health Impacts and Socioeconomic Status	<ol style="list-style-type: none"> 2. Transportation emissions generate air pollution that has a large death toll 3. Cities Are Not Only Tackling Covid, But Its Pollution, Too 4. Long-term exposure to permissible concentrations of air pollution linked with increased mortality risk 	Jigsaw Activity
Week 4 Sept 19	Housing Disparities & Discrimination	<ol style="list-style-type: none"> 1. The Eviction Machine 2. Why Cities are Still so Segregated 3. CASE STUDY: Ta-Nehisi Coates on The Case For Reparations and Discrimination in Housing and Land Contracts 4. The Black Homeownership Gap 	Discussion Boards Jigsaw Activity Watch: Explained Racial Wealth Gap
Week 5 Sept 26	Intersectionality of Education & Socioeconomic Status	<ol style="list-style-type: none"> 1. Why Students Are Choosing H.B.C.U.s 2. This is how much child care costs in 2021 3. Two States. Eight Textbooks. Two American Stories 4. CASE STUDY: Addressing Inequities Within the Education System 	Discussion Boards Jigsaw Activity DUE: Life Trajectory Plan
Week 6 Oct 3	Race, Health & Socioeconomic Status	<ol style="list-style-type: none"> 1. Racism's Hidden Toll 2. About one-in-four Americans say they've had fewer advantages in life than others their age 3. PODCAST: Zip Codes Matter 4. Black Lives Are Shorter in Chicago. My Family's History Shows Why: The Health Issue 	Discussion Boards Jigsaw Activity
Week 7 Oct 10	Intersectionality of Mass Incarceration & Economic Inequality	<ol style="list-style-type: none"> 1. Nowhere to Go: Homelessness among formerly incarcerated people 2. 'I Got Tired of Hunting Black and Hispanic People' 3. Mass Incarceration Has Become the New Welfare 4. PODCAST: Ear Hustle: Nobody Comes Back 	Discussion Boards Jigsaw Activity Watch: 13th
Week 8 Oct 17	FALL BREAK		NO CLASS!
Week 9 Oct 24	Barriers for Immigrant and Undocumented Populations	<ol style="list-style-type: none"> 1. Health Coverage of Immigrants 2. PODCAST: Reveal: Detained and Exposed 3. Latinos Unemployment Hit A Record High From Coronavirus Job Losses 4. CASE STUDY: Barriers & Hardships of Immigration 	Discussion Boards Jigsaw Activity
Week 10 Oct 31	Impacts of COVID-19 on Indigenous Populations	<ol style="list-style-type: none"> 1. A Hospital's Secret Coronavirus Policy Separated Native American Mothers From Their Newborns 2. Native American tribes struggle with coronavirus crisis 3. Covid funds spell relief for six Virginia Indian tribes 4. PODCAST: AMERICA DISSECTED: COVID in Indian Country 	Discussion Boards Jigsaw Activity
Week 11 Nov 7	Racial Capitalism	<ol style="list-style-type: none"> 1. America's Enduring Caste System 2. PODCAST: 1619: The Economy That Slavery Built 3. Banking on a Revolution: Calibrating the Financial System 4. 'I Had to Go Back': Over 55, and Not Retired After All 	Discussion Boards Jigsaw Activity

Week 12 Nov 14	Disability & Financial Security	<ol style="list-style-type: none"> 1. Advancing Economic Security for People With Disabilities 2. Financial Inequality: Disability, Race and Poverty in America 3. 'We Have Lost It All': The Shock Felt by Millions of Unemployed Americans 4. PODCAST: This American Life: Trends with Benefits 	Discussion Boards Jigsaw Activity
Week 13 Nov 21	Unemployment & Economic Impacts of COVID-19	<ol style="list-style-type: none"> 1. Coronavirus reopening: Older workers can't telecommute, raising risks 2. For Families Already Stretched to the Limit, the Pandemic Is a Disaster 3. PODCAST: How Can We Alleviate Economic Insecurity During The Pandemic? 4. A Gloomy Prediction on How Much Poverty Could Rise 	Discussion Boards Jigsaw Activity DUE: Life Trajectory Assignment
Week 14 Nov 28	Economic Inequality Gap Widening: Rich vs Poor	<ol style="list-style-type: none"> 1. Inflation is making homelessness worse 2. U.S. Income Inequality Worsens, Widening To A New Gap 3. African-Americans Are Highly Visible in the Military, but Almost Invisible at the Top 4. It's been another decade of income inequality in the US 	Discussion Boards Jigsaw Activity Life Presentations
Week 15 Dec 5	Future Implications for Reversing Extreme Inequality & Social Work	<ol style="list-style-type: none"> 1. Building a New Normal_ Strategic Actions for Health Equity in a Post Pandemic World 2. How to Fix Economic Inequality? 3. Policy Recommendations for Meeting the Grand Challenge to Reduce Extreme Economic Inequality 	Discussion Boards Jigsaw Activity Life Presentations

c. Assignments

This course has 3 assignments. Combined, these assignments are designed to facilitate your critical understandings of diversity and social justice in social work within content on extreme economic inequality. Assignments are due on Sundays at 11:59pm and uploaded to Canvas.

#1 — Class Participation/Jigsaw Activities — Due Date: Every Monday @ 9:00am
 With the exception of week 1, this course will use a jigsaw format when it comes to readings. In a jigsaw format, students are split into teams where they will remain for the duration of the semester. **Each week, each team will be assigned one of the readings to share a ~5 minute summary with the rest of the class.** These summaries can be given verbally; an official presentation is NOT necessary. **All students are responsible for reading all other assigned readings in addition to their team reading.** Optional bonus material will be posted on Canvas each week. These readings are NOT mandatory but are there if you wish to dive deeper into a certain topic. Students must complete at least 10 jigsaw activities for full credit.

#2 — Discussion Board Participation — Due Date: Every Sunday @ 11:59pm
 Students will be expected to complete one discussion post on Canvas each week. Discussion posts should be a response to one of the week’s readings (student’s choice) and be at least 3-5 sentences in length. Students must post at least 10 discussions for full credit.

#3 — Life Trajectory Assignment — Due Date: Sunday 11/20/2022 @ 11:59pm
 uploaded to Canvas

The purpose of this assignment is to engage with someone for an in-depth conversation (preferably over time) as fully as possible, to understand and document their life experiences. This trajectory should include life factors such as economic stability or instability, generational disadvantages, societal structures, health, wealth, and/or racial and cultural discriminations that have impacted their life. Use examples to emphasize the importance of the Social Work Grand Challenges discussed in this course (closing the health gap, end homelessness, and reverse extreme inequality). As well as use the power of storytelling to bring their journey to life. Finally, the assignment must include an audio-visual component in the form of artwork, graphics, images, film, timelines, powerpoints slides, or podcast clips (with permission of the interviewee).

Assignment	Due date	Points	Percent of overall grade
Class Participation/ Jigsaw Activities	Each Monday by 9:00am in class	10 x 5pts each = 50 points	25%
Discussion Board Participation	Each Sunday by 11:59pm Submit on Canvas	10 x 5pts each = 50 points	25%
Life Trajectory Assignment	November 21 by 11:59pm Submit on Canvas	100 points	50%

d. Attendance and class participation

Attendance. Class is scheduled each week between 9am and 12pm EST. Students are encouraged to attend weekly classes where we will discuss course content, review materials, and push ourselves beyond our growing edges. Moreover, class sessions are an opportunity for us to develop a sense of community.

During the semester, the instructor and students may have unexpected life events arise that prevent in-person class attendance. This class will strive to be understanding of these unexpected events and provide flexibility when possible. For more information, please see the Policy on Class Attendance found in the MSW Student Guide (<https://ssw.umich.edu/msw-student-guide/section/1.09.00/17/policy-on-class-attendance>).

Missing Content. Nearly all content is available via Canvas. Please let the instructor know if any content appears to be missing. If you missed content for a given week, you are able to return to those materials and catch up on anything you missed.

Staying in Touch. Please keep in touch with the instructor via email or by scheduling a Zoom meeting. For example, if you have questions about a reading or an assignment, please contact the instructor to discuss your questions.

Late Assignments. The weeks that they are due, assignments should be submitted via Canvas by Sunday nights. Please contact the instructor if you need to negotiate an alternate plan or deadline for submitting your assignments.

Extra Credit or Bonus Points. Not offered on an individual basis. Students are encouraged to submit assignments that represent their best work on their chosen projects.

e. Grading

The total number of points earned based on your completion of the below assignments and the number of total available points will be used to determine your letter grade at the end of the semester. Please review the MSW Student Guide for policies on Grades in Academic Courses (<http://ssw.umich.edu/msw-student-guide/chapter/1.08/grades-in-academic-courses-and-in-field-instruction>) and in Field Instruction (<http://ssw.umich.edu/msw-student-guide/chapter/1.18/student-grievances>) as well as Student Grievance procedures (<http://ssw.umich.edu/msw-student-guide/chapter/1.18/student-grievances>) and the policy for grading in special circumstances (<https://ssw.umich.edu/msw-student-guide/section/1.08.01/15/grades-for-special-circumstances>).

f. 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.

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. 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](#). 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.

3. Resources for Students¹

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, identities, finances, etc. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you.

Accommodations for Students with Disabilities: This course is intended for all U-M students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other such condition that tends to negatively affect one's equal access to education. If, at any point in the term, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (and not required) to contact me by email, phone, or during office hours to discuss your specific needs. I also encourage you to contact the Services for Students with Disabilities (SSD) office at <http://ssd.umich.edu>. If you have a diagnosis, SSD can help you document your needs and create an accommodation plan. By making a plan through SSD, you can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors. For more information and resources, the University's Services for Students with Disabilities (SSWD), located at G664 Haven Hall and available via phone (734) 763-3000 or website <http://www.umich.edu/~sswd/>

Student Mental Health and Wellbeing: The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselor physically located in the School of Social Work, (Megan Shaughnessy-Mogill) at (734) 763-7894 or by email mshaughm@umich.edu. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. The MSW student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf Searchable [list](#) of campus resources.

Sexual Assault Prevention and Awareness. The University of Michigan's Sexual Assault Prevention and Awareness Center (SAPAC) promotes healthy relationships,

¹ Descriptions of these resources are slightly adapted from syllabi developed and publicly posted by University of Michigan School of Social Work faculty, including Drs. Christina Bares, Shanna Katz Kattari, Michael Spencer, and Terri Friedline.

teaches non-violence and equality, supports survivor healing, and fosters a respectful and safe environment for all members of the university community. All services are free and confidential. Visit SAPAC's website <https://sapac.umich.edu/> and contact them via their 24-hour crisis line at (734) 936-3333 or office phone at (734) 764-7771.

Safety & 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-SSWB (7793) for up-to-date School closure information. For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>. Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergencymanagement/alert/>. In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

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

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

Dean of Students Office: 734-764-7420; provides support services to students and manages critical incidents impacting students and the campus community

Ginsberg Center for Community Service Learning: 734-763-3548; opportunities to engage as learners and leaders to create a better community and world

Maize and Blue Cupboard (MBC): 734-936-2794; Food pantry with groceries, kitchen and cooking supplies, personal and household items, and support

Multi-ethnic Student Affairs (MESA): 734-763-9044; diversity and social justice through the lens of race and ethnicity

[Office of Student Conflict Resolution](#): 734-936-6308; offers multiple pathways for resolving conflict

[Office of the Ombuds](#): 734-763-3545; students can raise questions and concerns about the functioning of the university.

[Spectrum Center](#): 734-763-4186; support services for LGBTQ+ students

[Trotter Multicultural Center](#): 734-763-3670; intercultural engagement and inclusive leadership education initiatives

[University Health Service \(UHS\)](#): 734-764-8320; clinical services include nurse advice by phone, day or night

[Wolverine Wellness](#): 734-763-1320; provides Wellness Coaching, Collegiate Recovery Program, and much more