



Course title:	Advanced Topics in Social Work: Dialogues Between Global North and Global South	
Course #/term:	SW 789.002, Winter 2023	
Time and place:	Thursday mornings, 9:00 am – 12:00 pm EST/6:30– 9:30 pm IST; March 9, 16, 23, 29, April 6; Hybrid	
Credit hours:	1	
Prerequisites:	Graduate standing	
Instructor:	Cristina Bares, Ph.D., M.S., M.S.W., M.B.A.	
Pronouns:	She, her, hers	
Contact info:	Email: cbb@umich.edu	Phone: (734) 615-2582
	You may expect a response within 72 hours	
Office:	2736 SSWB	
Office hours:	Thursdays at noon, make appointment through Calendly https://calendly.com/cbb_um/30min	

1. Course Statement

A. Course Description

This course is designed to prepare social work students to effectively engage in professional social work practice through meaningful intergroup and globally-focused dialogue. Through learning about and directly engaging in intergroup dialogue, this course will prepare students for work with diverse and global populations by understanding cultural competence, engaging in cultural humility to meaningful dialogue with global populations, and employing facilitation skills in a global setting. This course will be co-taught by an instructor, and will include interaction with students, from one of UM SSW's global institution partners.

B. Course Content

The course includes content on intergroup dialogue, its development and application in a global social work context. The course will introduce intergroup dialogue through a review of readings, lectures, and exercises in which students will actively participate in dialogue. Students will also learn to facilitate dialogue around topics and issues relevant to global social work. An essential component of this course is the presence of students and instructors from two institutions that will come together to engage in a global dialogue in each class session.

C. Course Objectives and Competencies

The goals and objectives of this course are to increase cultural competence and intergroup dialogue skills among graduate students in two institutions by exposing students to various instructors and students, to introduce students to locally relevant, social work knowledge and knowledge on intergroup dialogue that they may use in their practice globally and locally.

At the end of the course students will be able to

1. Gain knowledge of intergroup issues such as group-based social identities and inequalities (EPAS 1, 2, 3, PODS)
2. Improve and deepen intergroup communication skills and relationships (EPAS 1, 2, 3, 6, PODS)
3. Understand and work with intergroup conflicts that are historical, persistent, and prevalent in students' daily lives (EPAS 1, 8, PODS)
4. Develop skills in and a commitment to intergroup collaboration (EPAS 1, 2, 6, PODS)

D. Course Design

Class meetings will generally be devoted to the discussion of relevant content and activities designed for students to experience engaging in intergroup dialogue. Presentations and readings to be done prior to class sessions will be the basis for discussion.

There will be a Google Classroom site established for this course. Readings, asynchronous lectures, and other resources will be posted on this site. There is no required textbook for this course.

E. Intensive Focus on PODS (Poverty, Oppression, Diversity, Social Justice)

This course integrates PODS content and skills with a special focus on self-reflective and facilitating skills that promote social justice, especially across groups. Through the use of intergroup dialogue this course will build the skills that students will need to engage with diverse groups in their career and beyond.

2. Class Requirements

A. Text and class materials. There is no required textbook. Electronic copies of relevant readings will be made available to students at the start of the semester.

B. Class schedule.

Timeline

Week	Topic	Reading	Assignment
1	Introductions, Speaking and Listening	UN's #FightRacism; Payne & Askeland, 2016; Dessel et al., 2006	Prepare readings prior to Week 1 class. For next week prepare Week 2 readings.

2	Forming and Building Relationship: Social identities	Tatum, 1997; Ellemers, 2017	Written Reflection
3	Exploring Differences and Commonalities of Experience	Harro, 2000b	Written Reflection
4	Exploring and Discussing Current Conflicts		Written Reflection
5	Action Planning and Alliance Building	Harro, 2000	Alliance Building Assignment; Class Preparedness

C. Assignment Description

Weekly Written Reflections. Each week, students will be expected to complete the listed readings (above) prior to class and to submit a written reflection about the week's readings. Some weeks the writing prompts will include a question about the readings, or will involve posing a question for the class to consider, or a written reflection on the applicability of a reading to students' personal and professional experiences. These prompts will appear in our Google Classroom site. The purpose of the written reflections is for students to engage with the readings prior to class and to give students background information to fully participate in the in-class discussions and facilitation exercises.

Class Preparedness. Students are highly encouraged to come to class ready to actively participate - active listening alone does not replace having read the weekly readings, posing questions, or responding to queries from the professor. Preparedness requires on-time attendance, active listening and participation in class. Therefore, students are expected to attend all class sessions and to participate in class discussions and exercises. This is a skill-building course and as such it will help students to be fully prepared to practice and learn in class. At the end of the semester students will provide a written, honest self-assessment of their level of preparation throughout the course. Students will use a rubric (provided below) to assess their preparedness.

Alliance Building Assignment. For this assignment, students will select into groups of 2 or 4, where half of the members of each group represent our two institutions. As a group, students will work together on a global issue and will prepare a presentation on local approaches to making progress towards the issue or towards solving a global social justice problem. In addition to presenting briefly on the global issues, groups will share their reflections on the process of working together as a group.

A. Attendance, Class Participation, and Grading

Attendance at every class session is expected as is being an active participant during in-class activities and exercises. Much of your learning in this course will occur during our in-class time. Absences are detrimental to your final grade; two or more absences will reduce a student's grade by one letter grade.

Grades are not a reflection of your value as a person or even your personal capacity. They are a reflection of the reality of balancing school with other responsibilities and of your level of effort. Grades also reflect the extent to which the content of a course fits with your existing knowledge and skills, which will vary from course to course. What is most important is that you are challenged and that you are ready to learn.

Grade Components

1. Weekly Written Reflections	15 points (total, 3 reflections)
2. Class Preparedness	20 points
3. Final Assignment	25 points
TOTAL	60 POINTS

Course Policy on Late Assignments

Late assignments (including homework and assignments) will not be accepted. Make-up of any class assignments require confirmed medical and/or legal documentation. Additionally, even if permission is granted to submit an assignment late or to present a project late, for any reason, that student will receive an automatic five (5) point reduction per day that the assignment is late. All of this is at the discretion of your professor.

Course Grades

Each assignment listed above is an opportunity for students to show the degree to which they have mastered course content and the depth of critical thinking that they apply to the course material. Rubrics for each assignment are provided so that students can see the elements that go into grading parts of the assignment. Students who show that they have a significantly advanced understanding of course content and who show that they have critically considered each topic and integrated it to the foundations and theories reviewed in class receive the highest marks.

Assignment due dates are listed on the syllabus (above) and on Canvas, along with the time each assignment is due. Late assignments are not accepted through Canvas or by email. For final grades, the points that students earn for each assignment will be added at the end of the semester and compared to the total points available. Number grades are converted to letter grades using the grading chart below:

A 96-100%	A- 93-95%	B+ 90-92%
B 86-89%	B- 83-85%	C+ 80-82%
C 76-79%	C- 73-75%	D <72%

For more information, please go to Grades in Academic Courses and in Field Instruction, Student Grievance procedures, and policy for grading in special circumstances.

Extra Credit

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

Plagiarism

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

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

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

Reading List

Dessel, A., et al. (2006). "Using intergroup dialogue to promote social justice and change." *Social Work* 51(4): 303-315.

Ellemers, Naomi. "Social Identity Theory". *Encyclopedia Britannica*, 16 Nov. 2020, <https://www.britannica.com/topic/social-identity-theory>. Accessed 4 May 2022.

Harro, B. (2000). The cycle of liberation. *Readings for Diversity and Social Justice*, 2, 52-58.

Harro, B. (2000b). The cycle of socialization. *Readings for Diversity and Social Justice*, 2, 45-52.

Payne, M. & Askeland, G. A. (2016). *The Words We Use*. In Globalization and International Social Work. Routledge Publisher.

Tatum, B. D. (2000). The complexity of identity: "Who am I?". *Readings for Diversity and Social Justice*, 2, 5-8.

Optional Readings

Hammack, PL Pilecki, A. Power in History: Contrasting theoretical approaches to intergroup dialogue. *Journal of Social Issues*.

Hogg MA, Abrams D, Brewer MB. Social identity: The role of self in group processes and intergroup relations. *Group Processes & Intergroup Relations*. 2017;20(5):570-581. doi:10.1177/1368430217690909

Maxwell, K. E., & Thompson, M. C. (2017). Breaking Ground Through Intergroup Education: The Program on Intergroup Relations (IGR) 1988–2016. *University of Michigan Program on Intergroup Relations Working Paper Series*.

Nadan, Y, Weinberg-Kurnick, G. Ben-Ari, A. (2015). Bringing context and power relations to the fore: Intergroup dialogue as a tool in social work education. *Br J Social Work*, 45(1) 260-277

Zùñiga, X. (2003). Bridging differences through dialogue. *About Campus*, 7(6), 8-16.