Instructor: Laura Lein (https://ssw.umich.edu/faculty/profiles/tenure-track/leinl)
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Email: leinl@umich.edu
Office Hours: Thursdays, 1-3 and by appointment (on campus most of Tuesday, Wednesday, Thursday)

Course Sections: 003 (UM # 25820) and 006 (25901)
Day and Time: Tuesdays, 9 -12 (003) & Wednesdays, 2-5 (006)
3 Credits, no prerequisites Foundation HBSE Course Approved 4/29/14

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.

Course Content
Students will actively explore how societal power and diversity characterize and shape the human experience, and are critical to the formation of social structures, cultural understandings, group and organizational processes, and identities. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. In this course, students will learn how current experiences of privilege and oppression are shaped by historical forces, societal structures, social constructions, group and interpersonal processes, and human understandings, including an understanding of the institutional, organizational, policy, and socio-cultural arrangements that contribute to them. Additionally, this foundation course will explore formulations of human rights, including positive rights, and negative conditions that need to be eradicated. This course also studies how social justice and injustice occur in organizations, institutions, and society, relevant theories that can inform work for justice (e.g., critical race theory, and components of many theories), and how mechanisms of oppression and privilege work (e.g., marginalization, exploitation, violence, cultural hegemony, and powerlessness).

Course Objectives
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 life long 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)

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, life experiences, and hinder our work with diverse populations. Special attention will also be given knowledge about justice and change, and principles of change towards justice.

Theme Relation to Multiculturalism & Diversity
Multiculturalism and diversity is addressed from the perspective of critically considering how diverse dimensions (such as ability; age; class; color; culture; race/ethnicity; family structure; gender - including gender identity and gender expression; marital status; national origin; race; religion, spirituality or worldview; sex; and sexual orientation) are socially constructed, embedded in societal structures across system levels, and maintained through social processes and intra and interpersonal relationships and schemas.

Theme Relation to Social Justice
Social justice is addressed from the perspective of critically analyzing theories and conceptualizations of justice, current trends and ethical issues and their implications for promoting social justice and social change, by considering the influence of normative rules and conditions. Additional focus will be directed towards how structural and institutional conditions affect the opportunities and well-being of different populations (advantaged and disadvantaged groups) in society.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation
This theme is addressed from the perspective of critically considering how varied ideological, theoretical and empirical perspectives influence the definition of social problems and, subsequently, the ways in which institutional policies and practices address access, promotion, prevention, treatment, and rehabilitation.

Theme Relation to Behavioral and Social Science Research
This theme will be reflected in the theory, social science literature and research covered characterizing and analyzing macro-level structures, processes and their bearing and implications for the well-being of different vulnerable and disadvantaged groups and populations in society, as well as how marginalized groups exert agency and influence society.
**Relationship to SW Ethics and Values**
The NASW Code of Ethics will be used to give students direction about ethical issues as they relate to the experience of marginalized groups. The course will focus on social workers’ responsibility as professionals to promote general welfare by working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

**Intensive Focus on PODS [Privilege, Oppression, Diversity and Social Justice]**
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.

*Above is the course description approved by the faculty in late April, 2014 and revised in April 2015. This is a relatively new course, being fully implemented in the last couple of years.*

**Course Topical Focus**

In its concentration on the themes outlined above, this course will delve into a single issue related to many arenas in which social justice issues emerge: that of enfranchisement or the ability to vote, an issue particularly visible and timely during this semester. This issue will provide us a context within which to test the various theories, to explore the nature of evidence as it supports and contradicts theories, and to think about what action follows from different theoretical approaches, and how we, as social workers, should approach such issues of power, oppression, diversity and social justice (PODS).

We will find, also, that a range of different groups are affected by current approaches to voting, that attitudes to vote, and who can vote, have changed considerably over time, and that other issues are intertwined with issues of voting and voting rights – our criminal justice system, immigration, poverty, race, and many others.

**Course Materials**

Almost all of the materials for this course will be available on our course web site on Canvas. However, there are two works which we will be reading in their entirety:


Both of these books are widely available on line and in book stores. If you do not wish to purchase them, they are available on reserve at the library.

**Attendance and Engagement in the Course:**

Both class attendance and active purposeful participation in class discussion and activities are paramount for the successful completion of this course. As a reflection of this importance, 25% of the final grade will consist of course engagement. This course covers a content domain that is extensive, and given the time framework of the course each class moves quickly in discussing information. It is necessary that students
attend each class and attend class for the entire time period. Prompt arrival for class is expected; those who arrive late miss important information and disturb others.

Be mindful of the following course policies and considerations:

1. Be present at the beginning of class when attendance is recorded and remain for the duration of class.
2. The instructor reserves the right to deduct 3% from the student’s final grade per unexcused absence and more than three absences will result in a failing grade. This policy is subject to modification should a student experience a life situation that warrants alteration of the policy, such as severe illness, their own or that of an immediate family member, or death in the family. Should any such circumstance occur, request for modification of the attendance policy should be discussed with the instructor as soon as possible and changes will be documented in writing.
3. Understanding that some students may encounter a situation that might necessitate missing a class, students should inform the instructor of an absence by email (or voicemail if necessary) at least 24 hours prior to the expected absence or within 24 hours of an unexpected absence arising from an emergency.
4. If students are scheduled to present material or lead class discussions on the day of an absence, documentation will be required to prove the necessity of an absence before the student will be allowed to make up that presentation opportunity for points.
5. In order to be courteous to classmates, cell phone use should be restricted to vibrations—no rings. Students should be discrete in their use of tablets, laptops, and other portable devices for note taking, so as not to disturb the class.
6. Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students who require audio recording as an accommodation for a diagnosed disability should present the instructor with documentation from the University's Services for Students with Disabilities (SSWD) before the end of the third week of classes.
7. In addition to attending class, students are expected to arrive prepared to actively participate in their learning process. This includes not simply sitting quietly listening/observing, but posing questions and comments to the professor & other students, as well as answering questions & addressing comments posed by the professor and other students during our class discussions. Class participation also involves completing take home assignments, attending any field trips & participating in class exercises & activities.
8. While vocalizing opinions or concerns may be culturally relative, being silent and not actively engaging in class discussions (only learning through listening) is a privilege one cannot often employ in social work practice. Students who are not actively involved in class discussions will not receive full engagement credit/points in this course.
9. Learning through discussion and the interrogation of multiple diverse sources can be uncomfortable, but the discomfort stemming from respectful, inclusive, and well- facilitated discussion is not a cause for students to feel “unsafe”.
10. Please notify your professor, ahead of time, if you have religious/spiritual observances that may prevent you from being present in class, submitting assignments on the due dates so that appropriate arrangements can be made.
11. Standard inclement weather policies of the university will be followed such that if the university is closed on the day & during the time this class is to meet, there will be no class. If, however, the university is not closed and you still believe the weather to be too inclement for you to safely arrive to class, please inform the instructor in advance, or within the 24 hours following class.
12. As a diverse group of learners, material may be presented or discussed that “triggers” a prior personal and potentially painful, negative, or traumatic memory. While “trigger warnings” will not often be used during this course, please speak and listen to the instructor and class colleagues.
under the assumption that there is no ill-intent to harm, “trigger” or purposely offend someone due to certain language, images, or content.

13. Please eat and drink quietly and clean up after yourself.
14. Please do not bring children or adult guests to this course without permission of the instructor ahead of class.
15. Late assignments and rescheduled presentations are not accepted without confirmed medical &/or legal documentation, under any circumstances. Extensions of existing due dates are at the discretion of your professor.
16. There are no extra credit assignments in this course. Please prepare and study accordingly so that you can do your best, the first time.
17. Grades will be posted to our course web site within two weeks of assignment due dates, you are strongly encouraged to keep track of your own academic progress.
18. Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points.

*NOTE: Students who do not adhere to the stated course policies may be asked to leave class and be marked absent for the session.

Course Grades

The University of Michigan, School of Social Work, Master’s Program is on a 9.0 grading scale, which translates as follows:

A+ -- 9.0,  A -- 8.0,  A- -- 7.0
B+ -- 6.0,  B -- 5.0,  B- -- 4.0
C+ -- 3.0,  C -- 2.0,  C- -- 1.0

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade that carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

Grading Scale:

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
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<tr>
<td>93-96</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>83-86</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>73-76</td>
<td>C</td>
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<tr>
<td>70-72</td>
<td>C-</td>
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<tr>
<td>67-69</td>
<td>D+</td>
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<tr>
<td>63-66</td>
<td>D</td>
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<tr>
<td>60-62</td>
<td>D-</td>
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</tbody>
</table>
### Writing Rubric

<table>
<thead>
<tr>
<th></th>
<th>Sophisticated (A)</th>
<th>Very Competent (B)</th>
<th>Fairly Competent (C)</th>
<th>Not Yet Competent (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy</strong> (Grasp of readings)</td>
<td>Paper represents the authors’ ideas, evidence or conclusions accurately, fairly and eloquently. Shows a firm understanding of the implications of each author’s argument(s).</td>
<td>Paper represents the author’s ideas, evidence and conclusions accurately.</td>
<td>Paper represents the authors’ ideas, evidence and conclusions accurately but not sufficiently clearly. Minor inaccuracies.</td>
<td>Paper misrepresents the authors’ ideas, evidence and/or conclusions. Major inaccuracies. Or does not distinguish between major ideas and less relevant points. Paper does not address the assignment.</td>
</tr>
<tr>
<td><strong>Argument</strong> (depth of analysis)</td>
<td>Paper fully meets requirements of assignment. Makes convincing case for why selected key ideas connect (or contradict) two texts, and/or connect (contradict) texts and lectures.</td>
<td>Paper fully meets the requirements but does not exceed them. Makes good case for why selected key ideas connect (or contradict) two texts, and/or connect (contradict) texts and lectures.</td>
<td>Paper does not address some aspects of the assignment. Makes somewhat unconvincing case for why selected ideas connect (contradict) two texts, and/or connect (contradict) texts and lectures.</td>
<td>Selects minor rather than key ideas, and/or does not show why the selected ideas connect (or contradict) texts, and/or connect (contradict) texts and lectures.</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>Consistently precise and unambiguous wording, clear and lucid sentence structure. All quotations are well chosen, effectively framed in the text and explicated where necessary.</td>
<td>Mostly precise and unambiguous wording, mostly clear sentence structure. Mostly effective choice of quotation. Mostly effective framing and explication of quotation where necessary.</td>
<td>Imprecise or ambiguous wording. Confusing sentence structure. Poorly chosen quotations, or ineffective framing and explication of quotations.</td>
<td>Consistently imprecise or ambiguous wording, confusing sentence structure. Quotations contradict or confuse student’s text. Quotations used to replace student’s writing.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Paper is clean, correctly formatted (12-point font, Times New Roman, normal margins), written in full sentences. Quotations are all properly attributed.</td>
<td>Paper is clean, correctly formatted (12-point font, Times New Roman, normal margins), written in full sentences.</td>
<td>Paper is clean, correctly formatted (12-point font, Times New Roman, normal margins), written in full sentences. Some improperly attributed.</td>
<td>Paper is sloppy or incorrectly formatted, not written in full sentences. Many improperly attributed.</td>
</tr>
</tbody>
</table>
Both class attendance and active, purposeful, and high quality participation in class discussion and activities are paramount for the successful completion of this course. As a reflection of this importance, a significant proportion of the final grade will consist of course engagement according to the rubric below:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Performance</th>
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</thead>
<tbody>
<tr>
<td>Frequency of participation in class</td>
<td>Student initiates contributions more than once in each class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute. Student does not comment overzealously or to the exclusion of other learners.</td>
</tr>
<tr>
<td>Quality of comments</td>
<td>Comments are always insightful &amp; constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions &amp; specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>Student listens attentively when others present materials and perspectives, and contribute comments that build on others’ remarks. Student expresses disagreement in a professional and respectful manner.</td>
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</tbody>
</table>

Course Assignment Table

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Journals</td>
<td>10 x 15 points= 150 points</td>
<td>50%</td>
<td>Topics assigned-see calendar for due dates and rubric</td>
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<tr>
<td>Analytic piece</td>
<td>30 points</td>
<td>25%</td>
<td>See rubric</td>
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<tr>
<td>Presentation/Poster</td>
<td>20 points</td>
<td>10%</td>
<td>See rubric</td>
</tr>
<tr>
<td>Engagement</td>
<td>75 points</td>
<td>25%</td>
<td>See rubric</td>
</tr>
<tr>
<td>Total</td>
<td>300 points</td>
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<tr>
<td>Week</td>
<td>Readings</td>
<td>Class Agenda</td>
<td>Assignment (See Assignment Descriptions)</td>
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</tbody>
</table>
| 1    | XX       | Introductions  
Ice Breaker  
Overview of Syllabus  
**Voting Rights**: Why Voting Rights  
**Theory**: Social Theory – Guide to Action  
Overview of Theories  
**Project**: Overview and ideas | ALL ASSIGNMENTS DUE BY NOON MONDAY BEFORE CLASS |
| 2    | *March*  
*Jim Crow: Voting Then and Now*  
[https://www.pbs.org/wnet/jimcrow/tools_voting.html](https://www.pbs.org/wnet/jimcrow/tools_voting.html) | Questions about Course  
Review Web Site  
**Voting Rights**: History of Voting Rights  
Struggles in the past  
**Theory**: Overviews of Types of Theories  
**Project**: Thinking about possibilities | Journal #1: Probe: Compare the Jim Crow experience with your own experience of registering to vote. What were your assumptions? Was it a struggle? |
| 3    | *March*  
*The Klu Klux Klan*  
[https://www.pbs.org/wnet/jimcrow/stories_org_kkk.html](https://www.pbs.org/wnet/jimcrow/stories_org_kkk.html)  
*John Lewis on Speaking Out.*  
Attend/Watch Panel Discussion | Review options for viewing panel  
**Voting Rights**: The Children’s Crusade  
**Theory**: Introduction to Hegemony  
**Project**: Resources available | Journal #2: Probe:  
News Article: Children and Political Agency  
Can you identify a news article that raises issues about children’s status as political “agents”. Suggest a way in which hegemony operates in the story. |
| 4    | *Diversity, Oppression and Change, Excerpt on Line*  
*Winning the Vote: History of Voting Rights* | Check-In  
Review politics of voting rights cases  
**Voting Rights**: Overview of current issues Who Should Vote | Journal #3: Probe  
News Article: Voting Rights and Hegemony. What does the article |
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Material</th>
<th>Theory</th>
<th>Project</th>
<th>Journal/Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Oct. 3</td>
<td>Diversity, Oppression and Change, Excerpt on Line</td>
<td><strong>Theory:</strong> Beth Reed on tape</td>
<td><strong>Project:</strong> Theme of your project</td>
<td>Assume about voting rights? What are your hegemonic beliefs?</td>
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<tr>
<td></td>
<td>Time Line: Voting Rights Act</td>
<td>Nature of Hegemony</td>
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<td></td>
<td>The Most Gerry-Mandered District</td>
<td><strong>Voting Rights:</strong> Gerrymandering</td>
<td>Working time and consultation</td>
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<td></td>
<td><a href="https://www.action.aclu.org/timelines/timeline-voting-rights-act">https://www.action.aclu.org/timelines/timeline-voting-rights-act</a></td>
<td><strong>Project:</strong> Working time and consultation</td>
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<td></td>
<td>The Most Gerry-Mandered District</td>
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<td><a href="https://www.washingtonpost.com/news/wonk/wp/2014/05/15/americas-most-gerrymandered-congressional-districts/?utm_term=.8f496ef7ba20">https://www.washingtonpost.com/news/wonk/wp/2014/05/15/americas-most-gerrymandered-congressional-districts/?utm_term=.8f496ef7ba20</a></td>
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<tr>
<td>6 Oct. 10</td>
<td><strong>Why Are They Angry With Us</strong>, First Half</td>
<td>Check-In</td>
<td><strong>Project:</strong> Next steps</td>
<td>Journal #4:</td>
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<tr>
<td></td>
<td>Cognitive dissonance</td>
<td><strong>Theory:</strong> Cognitive Dissonance</td>
<td></td>
<td>News Article: Enfranchisement and Social Darwinism</td>
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<td></td>
<td><a href="https://www.simplypsychology.org/cognitive-dissonance.html">https://www.simplypsychology.org/cognitive-dissonance.html</a></td>
<td><strong>Voting Rights:</strong> Voting Facilities</td>
<td></td>
<td>Find a newspaper article or other</td>
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<td><strong>Project:</strong> Next steps</td>
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<td>piece of analysis and explore how</td>
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<td>Social Darwinism provides an interpretation.</td>
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<td>7 Oct. 24</td>
<td><strong>Why Are They Angry With Us</strong>, Second Half</td>
<td>Check-In</td>
<td><strong>Project:</strong> Report Out</td>
<td>Journal #5:</td>
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<tr>
<td></td>
<td>Citizenship Identity and Social Inequality</td>
<td><strong>Theory:</strong> Constructionism</td>
<td></td>
<td>News Article: Cognitive</td>
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<td><a href="http://www.civiced.org/pdfs/delaPazGabriel.pdf">http://www.civiced.org/pdfs/delaPazGabriel.pdf</a></td>
<td><strong>Voting Rights:</strong> Identification/Expenses</td>
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<td>Dissonance</td>
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<td><strong>Project:</strong> Identification/Expenses</td>
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<td>Find a news article which</td>
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<td>illustrates the role of cognitive</td>
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<td>dissonance in public opinions.</td>
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<td>8 Oct. 31</td>
<td>Criminalizing Voter Fraud:</td>
<td>Check-In</td>
<td><strong>Project:</strong> Report Out</td>
<td>Journal #6:</td>
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<tr>
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<td><strong>Voting Rights:</strong> Fear and Criminalizing</td>
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<td>Find a newspaper article that</td>
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<td>Voter Fraud</td>
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<td>illustrates the power of</td>
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<td>constructionism.</td>
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<tr>
<td>Date</td>
<td>Reading</td>
<td>Project: Thinking about Solutions</td>
<td>Analysis</td>
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<td><a href="https://www.rnla.org/votefraud.asp">https://www.rnla.org/votefraud.asp</a></td>
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<td>Marxism: <a href="https://santitafarella.wordpress.com/2012/06/24/karl-marx-for-beginners/">https://santitafarella.wordpress.com/2012/06/24/karl-marx-for-beginners/</a></td>
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<td></td>
<td>Check-In</td>
<td><strong>Theory:</strong> Intersectionality <strong>Voting Rights:</strong> Purging Voter Lists</td>
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<td></td>
<td><strong>Project:</strong> Analyzing options</td>
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<td>Journal #8</td>
<td>Select one of the readings for this course and explore how intersectionality informs/contradicts/confirms that reading.</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Theories/Assignments</td>
<td>Notes</td>
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<tr>
<td>10 Nov. 14</td>
<td>Suspensions of ID Charts online</td>
<td>Check-In</td>
<td>Journal #9</td>
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<td></td>
<td>Human Capital Theory</td>
<td><strong>Theory:</strong> Human Capital Theory</td>
<td>Draw on one or more of the theories we have discussed to explore the functioning of suspensions of ID in our society.</td>
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<tr>
<td></td>
<td>Everyone is Still on Welfare</td>
<td><strong>Voting Rights:</strong> Suspensions of ID</td>
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<td>Education Funding</td>
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<tr>
<td>11 Nov. 21</td>
<td>Suspensions of ID (cont.) Charts online</td>
<td>Check-In</td>
<td>Journal #10</td>
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<td></td>
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<td><strong>Theory:</strong> Overview of theories</td>
<td>Which theory did you find most compelling in assisting in understanding the issue of enfranchisement.</td>
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<td></td>
<td></td>
<td><strong>Voting Rights:</strong> Suspensions of ID and ramifications</td>
<td></td>
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<td><strong>Project:</strong> Progress Reports</td>
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<tr>
<td>12 Nov. 28</td>
<td>Motor Voter Act</td>
<td>Check-In</td>
<td>XX</td>
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<td></td>
<td>Results in Oregon</td>
<td><strong>Voting Rights:</strong> Responses to Voter Needs and Responses to Voter Fraud</td>
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<td></td>
<td>DoJ Article on Motor Voter Acts</td>
<td><strong>Theory:</strong> Application of Theory</td>
<td></td>
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<td></td>
<td>Critique of Act</td>
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<td>13 Dec. 5</td>
<td>XX</td>
<td>Class Presentations</td>
<td>Poster</td>
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<tr>
<td>14 Dec. 12</td>
<td>XX</td>
<td>Class Presentations</td>
<td>Final Analysis Paper</td>
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Journal Description

Each journal description will be no more than 250 words. If it is based on a news item, the news item should be included with the assignment. Each entry should draw on course materials, including the resources at the end of the syllabus. Each week we will discuss possibilities for the journal entry for the following week.

Final Paper Description

The final paper and accompanying poster will be a research-based analytic peace applying one or more of the theories we have discussed to a selected aspect of voting rights, voting registration, and disenfranchisement. The paper will examine a population, a geographic area, or a particular limitation on voting rights in terms of:

• the nature of the problem, and its significance,
• the theory selected and its explanatory power,
• the antecedents of the problem, and the theoretical explanation,
• proposed responses to the problem,
• analysis of the power of your proposed response, and its potential weaknesses.

More details on this assignment will be forthcoming in class.

Course Resources (Papers with * are included in required readings in syllabus)

Resources for Voting Syllabus
I. Theories

Cognitive dissonance
• Simply Psychology*
  https://www.simplypsychology.org/cognitive-dissonance.html

Constructivism
• Citizenship Identity and Social Inequality*
  http://www.civiced.org/pdfs/delaPazGabriel.pdf
• Short video on constructivism
  https://www.khanacademy.org/test-prep/mcat/society-and-culture/social-structures/v/social-constructionism

Social Darwinism
• Summary of social Darwinism
  http://socialwelfare.library.vcu.edu/issues/social-darwinism-poor/
• Short video on social Darwinism
  https://www.youtube.com/watch?v=pSKTZuBd3w0

Marxism
• Marxism Explained*
  http://bhs.bartlettschools.org/apps/video/watch.jsp?v=74390
• This is a short, illustrated pdf that lays out the basic ideas of Marxism

• This short article is more historically oriented.
  https://santitafarella.wordpress.com/2012/06/24/karl-marx-for-beginners/

• This is a very short video on the life of Marx
  http://www.history.com/topics/karl-marx

**Intersectionality**

• Short video on intersectionality
  https://www.youtube.com/watch?v=w6dnj2IyYjE

• Intersectionality: Why Intersectionality Can’t Wait.

• Intersectionality Is Not a Label

**Human Capital Theory**

• Public school funding and the role of race*


II. Voting

*Extending the Franchise*

**Timelines**

• Era by era history*

• Timeline of extensions of the franchise to various groups

• Timeline that includes information about property franchise*
  https://www.aclu.org/files/assets/voting_rights_act_timeline20111222.pdf

*Civil Rights Movement and the fight for African American suffrage*

• John Lewis on Speaking Out.*

**Historical/Jim Crow Practices**

Jim Crow: Voting then and now - Interactive site that illustrates barriers to voting*
  https://www.pbs.org/wnet/jimcrow/tools_voting.html

• The Klu Klux Klan*
  https://www.pbs.org/wnet/jimcrow/stories_org_kkk.html*
The Motor Voter Act
• Discussion of the increase in Oregon voter registration due to the Motor Voter Act*:
• Department of Justice article on the “Motor Voter” Act *
• Cato Institute critique of Motor Voter Act*:
• Brennan Center report on automatic voter registration
• Automatic voter registration reaches 10th state:
• Illinois becomes 10th state to enact voter registration law

Citizenship and Voting

History of Noncitizen Voting

Current Debates
• Texas voter ID law struck down (08/23/17)
• Local discussion of allowing noncitizens to vote*

Voter Fraud

General Discussions of Voter Fraud
• List of current investigations of voter fraud from the Nation Republican Lawyers’ Association. *
  https://www.rnl.org/votefraud.asp*
• Trump Election Integrity Commission request for names and ID’s of all voters
• The man who may disenfranchise millions. Washington Post. This story discusses the work of the President’s Commission on Election Integrity.*
  http://wapo.st/2eZGyo4?tid=ss_mail-amp
• The politics of voter fraud.*
Criminalizing Voter Fraud

• “Canvassers charged in fake, fraudulent voter registrations.”
  12 employees of a Democratic-linked movement to mobilize African American voters in Indiana were charged with fraud in June of 2017.

• Ohioan gets five year prison term for illegal voting.
  This story discusses several 2013 cases of individuals prosecuted for double-voting or for voting for dead or comatose relatives.

• Voter fraud suspect arrested in Des Moines.*
  A 2016 prosecution of a 55 year old woman who was alleged to have voted twice.

• Texas woman convicted for voting illegally and sentenced to prison followed by deportation*

• Grandmother deported for illegal voting*

Voter Suppression

General


Contemporary Practices


**Felon Disenfranchisement**


**Gerrymandering**

- Article about the use of mathematical districting formulas to address gerrymandering http://www.wbur.org/commonhealth/2017/08/04/geometry-fix-gerrymandering
- America’s most gerrymandered Congressional districts* https://www.washingtonpost.com/news/wonk/wp/2014/05/15/americas-most-gerrymandered-congressional-districts/?utm_term=.c3854e5bce13

**Poll locations, hours and amenities**

- How long it took different groups to vote: an interactive guide http://www.nytimes.com/interactive/2013/02/05/us/politics/how-long-it-took-groups-to-vote.html?ref=politic

**Purging voter rolls**

- The man who may disenfranchise millions* http://wapo.st/2eZGyo4?tid=ss_mail-amp
- Comprehensive look at attempts to purge voter rolls http://www.motherjones.com/politics/2017/07/these-three-lawyers-are-quietly-purging-voter-rolls-across-the-country/
- This article looks at attempts to purge voter rolls and to force states to provide voter information to the federal government. It argues that fears of this information transfer lead some individuals to deregister. : https://www.nytimes.com/2017/07/19/opinion/donald-trump-voting-rights-purge.html?ribbon-ad-id=6&src=trending&module=Ribbon&version=origin&region=Header&action=click&contentCollection=Trending&pgtype=article
Restricting early voting

- ACLU: Restricting early voting as vote suppression
  https://www.aclu.org/infographic/cutting-early-voting-voter-suppression

Restricting same day registration

  http://www.pbs.org/newshour/updates/day-registration-affects-voter-turnout-u-s/
- National Conference of State Legislatures (2017). Same day voter registration. November 11,

Restricting straight party voting in Michigan

- Slate article on court decision striking down Michigan attempt to restrict straight party voting
  http://www.slate.com/blogs/the_slatest/2016/07/21/michigan_judge_strikes_down_straight_party_voting_ban.html

Restricting voter registration drives


Voter ID laws

- Article discussing voter ID laws as imposing an effective poll tax
- Butts, Cassandra and Swire, Peter (May 26, 2008). The ID divide.
  https://www.americanprogress.org/issues/courts/news/2008/05/06/4450/the-id-divide/


Groups Disadvantaged by Photo ID Laws

The Elderly


Naifeh, Stuart (2014). This article contains a good general discussion of the problem, and includes several examples of older Americans who were native born but could not document their citizenship. How do proof of citizenship laws block legitimate voters? Demos. http://www.demos.org/publication/how-do-proof-citizenship-laws-block-legitimate-voters


Young People

Berman, Art (2016). Wisconsin’s voter ID laws caused major problems at the polls last week. The Nation. This article discusses problems caused by Wisconsin’s voter ID laws, with a focus on the way that student voting was impeded. https://www.thenation.com/article/wisconsins-voter-id-law-caused-major-problems-at-the-polls-last-night/

Bonner, Lynn and David Raynor (2016). Voter ID law hinders some college students. News and Observer March 12. This article discusses the difficulties encountered by college students in Durham, Chapel Hill,

- Schultheis, Emily (2013). Study: ID laws hurt young minorities. Politico. This article reports on a study that shows that voter ID laws have a higher impact on minority youth, both in discouraging turnout and because poll workers are more likely to ask young people for ID. http://www.politico.com/story/2013/03/study-finds-voter-id-laws-hurt-young-minorities-088773

- Campbell, Elizabeth (2016). Voting hurdles often keep college students away from the ballot box. This article examines the ways in which strict voter ID laws make it difficult for students to vote. NBC News, August 26. http://www.nbcnews.com/featurecollege-game-plan/voting-hurdles-often-keep-college-students-away-ballot-box-n637046


**Gender and Transgender**

- National Center for Transgender Equality (2014). Voting while trans: Preparing for Voter ID Laws. This article provides a comprehensive discussion of possible difficulties posed for transgender voters as a result of photo ID laws. It provides specific ideas for addressing these issues. http://www.transequality.org/issues/resources/voting-while-trans-preparing-voter-id-laws

- Tourgee, Diana (2016). Voter ID laws may prevent 34,000 trans people from voting on Tuesday. This article discusses the many difficulties that voter ID laws, and particularly strict ID laws, pose for transgender individuals. It discusses the difficulties that they may face in acquiring ID that reflects their lived gender, and the difficulties that may be posed by discrimination at the polls. Vice, November 2. https://broadly.vice.com/en_us/article/voter-id-laws-may-prevent-34000-trans-people-from-voting-on-tuesday

**Women**

- Goodwyn, Wade (2013). Texas’ voter ID law causes problems for some women. This article focuses on the difficulties the Texas ID law produces for women, highlighting the problems with requirements that photo ID exactly matches the name on registration materials. It begins with an interesting anecdote about a female judge who was turned away at the polls. NPR, October 30. http://www.npr.org/2013/10/30/241891800/texas-voter-id-law-creates-a-problem-for-some-women


**Individuals with Criminal Justice Issues/Suspended Licenses/Civil Fines**

- Dolan, Maura (2016). A disproportionate share of blacks and Latinos lose their licenses because of unpaid tickets, study finds. Los Angeles Times. This article reports on a study by the Lawyers Committee on civil rights which found that, in California, minorities were much more likely to lose their licenses for unpaid tickets. http://www.latimes.com/local/california/la-me-license-suspensions-bias-20160411-story.html
• Shapiro, Joseph (2015a). Can’t pay your fines? Your license could be taken. NPR. This article discusses both the fact that Hispanics and African Americans are less likely to have drivers licenses, and the fact that this is partly due to fines and civil penalties. http://www.npr.org/2014/12/29/372691960/cant-pay-your-fines-your-license-could-be-taken
• Shapiro, Joseph (2015). How driver’s license suspensions unfairly target the poor. This article discusses the way in which low income individual and African Americans are targeted for driver’s license suspensions NPR. http://www.npr.org/2015/01/05/372691918/how-drivers-license-suspensions-unfairly-target-the-poor
• Townes, Carimah (2015). How driving while poor became a crime in California. ThinkProgress This article examines the ways in which the costs of fines have escalated, leading to increased suspensions for the poor and minorities. https://thinkprogress.org/how-driving-while-poor-became-a-crime-in-california-1fd1f768274
• Maciak, Mike (2016). Report: Minorities, poor residents more likely to have their driver’s license suspended. Governing. This article includes maps and charts that demonstrate the disproportionate share of suspensions for poor and minority individuals. http://www.governing.com/topics/public-justice-safety/gov-drivers-licenses-suspended-for-unpaid-traffic-fines.html
• Griego, Tina (2014). States are taking away your driver’s license in the name of ‘social engineering’. The Washington Post. This article reports on the proliferation of offenses for which a license can be suspended. It points out the role of federal policy in encouraging this. https://www.washingtonpost.com/news/storyline/wp/2014/10/22/4935/?utm_term=.4d6696ca9faf
• Epps, Omar (2016). Stop suspending driver’s licenses for unpaid fees. Huffington Post. This is a brief overview of the problem nationally. http://www.huffingtonpost.com/omar-epps/stop-suspending-drivers-licenses_b_12029934.html

Immigrants


Low Income Individuals

• Horwitz, Sari (2016). Getting a photo ID is easy unless you’re poor, black, Latino, or elderly. Washington Post. This article also includes a discussion of the problems that voter ID laws pose for low income individuals https://www.washingtonpost.com/politics/courts_law/getting-a-photo-id-so-you-can-vote-is-easy-unless-youre-poor-black-latino-or-elderly/2016/05/23/8d5474ec-20f0-11e6-8690-f14ca9de2972_story.html?utm_term=.39b70c074b5

African Americans

• Gidda, Myra (2017). Why is it so hard to vote if you are black, poor and elderly in America. Newsweek. This article discusses challenges to Texas voter ID laws and provides specific discussion of its effects on African Americans. http://www.newsweek.com/voter-id-laws-texas-minority-voters-strict-states-582405
• Wan, William (2016). How Republicans in North Carolina created a “monster” photo ID law. Chicago Tribune. This article reports on the development of the North Carolina voter ID law. It documents the way in which this law was developed to obstruct the access of African Americans to the polls.


Hispanics

- DeRuy, Emily (2012). Could new voter ID laws really disenfranchise 10 million Latinos. ABC News. This article focuses on the difficulties faced by Latino voters, such as requirements that they provide citizenship papers as well as photo ID. http://abcnews.go.com/ABC_Univision/Politics/voter-id-laws-hinder-10-million-eligible-latinos/story?id=17312815

Democrats/Liberals


Poll worker discretion and Voter ID


Important Student Resources

Add/Drop Period:

Students may drop/add via Wolverine Access any time after they initially register up until the drop/add deadline. Any time students make a change to their original registration, it is their responsibility to notify their advisor of these changes. Once the drop/add deadline is past, students must obtain the signature of
the course instructor, their faculty advisor and then the SSW Registrar on a drop/add form, and then they
will need to take the form to 1207 LSA building for processing as Web registration will not be possible
beyond the drop/add deadline. It is the student’s responsibility to register for the appropriate courses to
fulfill the M.S.W. degree requirements.

Incompletes (“I”):

Students must finish incomplete coursework within two semesters of enrollment in the class in which they
received their initial incomplete. Please see the current Student Guide.

_I: (Incomplete)_ is used when illness or other compelling reasons prevent completion of work, and there is
a definite plan and date for completion of course or field work approved by the instructor/liaison. An "I"
may also be issued when a student fails to submit required field paperwork by the published deadline.
Any "I" grade remaining on a student's record more than two terms after the conclusion of the term in
which the grade was awarded reverts to a permanent incomplete, and credit can be earned only by
retaking the course. This limit includes the Spring/Summer term and applies regardless of the student's
subsequent enrollment. However, if at the time the instructor agreed to the "I", an earlier date of
submission and/or completion of final work was agreed upon, then this date takes precedent over the two-
term policy. A change in grade will not be accepted after two terms for any reason other than clerical
error. Any exceptions to this policy must be approved by the Associate Dean for Educational Programs.

_Note:_ A grade of "I" stays on a student's academic record permanently. Even if the student makes up the
course or field work according to the guidelines stated above, the grade for the course will appear on the
academic record as, for example, IB+ or IS. If the “I” is not made up in the approved time frame the grade
is changed to an IPL (Incomplete Permanent Lapse) and is final.

Academic Difficulty Procedure:

When a student fails to maintain good academic standing, she/he is automatically placed on probation.
Failing to maintain good academic standing is defined as:

- Having less than a B average
- Having accumulated 9 credit hours of incomplete grades
- Having a grade of U in Field Instruction
- Having a grade of marginal in Foundation Field Instruction (515) or Advanced
  Field Instruction (691).

A student is initially informed of automatic academic probation via a letter which informs the
student of his/her responsibility to develop an academic plan with her/his academic advisor. For
more information on academic difficulty and the procedures involved, please see the 2015-2016
Student Guide.

Services for Students with Disabilities:

The University's Services for Students with Disabilities (SSWD) provides assistance regarding academic,
economic, social, and recreational activities to students who have documented disabilities. For more
information, please visit their website at [http://www.umich.edu/~sswd/](http://www.umich.edu/~sswd/) or the SSWD Faculty Handbook
Academic Conduct and Integrity:

Please visit the Student Code of Academic and Professional Conduct at http://ssw.umich.edu/studentguide/2012/page.html?section=12&volume=1 in the current Student Guide to the Master’s in Social Work Degree Program for a discussion of student responsibilities for academic conduct and integrity. Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation.

Special note about Plagiarism:

All students are expected to submit their own original work. The presentation of another’s words or ideas as your own, without giving credit to the source is regarded as plagiarism. Plagiarism is the same as lying and stealing. Any work that is submitted in this class and found to contain portions that are plagiarized will receive a ZERO. All work submitted may be subject to submission to plagiarism detecting software. 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 students’ responsibility to become familiar with the information presented at http://www.lib.umich.edu/academic-integrity/resources-students. Another helpful resource is http://guides.lib.umich.edu/content.php?pid=43469&sid=338261. It would be useful to discuss these issues with students in your classes to help prevent occurrences.

Plagiarism

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 acknowledgment that the text has previously appeared in other work.

Writing Help and Tutoring for Students:

Currently, Career Services is in the process of developing a writing assistance program for students who need remedial writing services. Graduate Student Assistants will be available to meet with students individually to help with writing problems. Tutoring in specific SSW courses is also available on a case-by-case basis. Please contact Michelle Woods at micwoods@umich.edu for details.

Advisors and instructors can also refer students to the Sweetland Writing Center, located at 1310 North Quad, 105 South State Street. Sweetland offers writing workshops, which are one-on-one meetings with Writing Workshop Faculty. They also offer services for non-native English speakers. For more information about Sweetland, please visit http://www.lsa.umich.edu/sweetland/, email them at sweetlandinfo@umich.edu, or call them at (734) 764-0429.
Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

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.

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 (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcompliance@umich.edu.
Office of Student Services
School of Social Work | Room 1748
734-936-0961

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/emergency-management/alert/.

**Please note this syllabus serves as an agreement between the professor and the student, but is subject to change. However, the professor will make every attempt to give ample notification to students.**