

## **SW 504: Social Justice and Diversity in Social Work (August 29, 2017)**

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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:

*March* by John Lewis, Andrew Aydin, and Nate Powell. Top Shelf Productions. 2017.

*Why Are They So Angry With Us? Essays on Race.* Larry E. Davis. Lyceum Press. 2016.

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:**

97-100=A+  
93-96=A  
90-92=A-  
87-89=B+  
83-86=B  
80-82=B-  
77-79=C+  
73-76=C  
70-72=C-  
67-69=D+  
63-66=D  
60-62=D-

## Writing Rubric

	<b>Sophisticated (A)</b>	<b>Very Competent (B)</b>	<b>Fairly Competent (C)</b>	<b>Not Yet Competent (D)</b>
<b>Accuracy</b> (Grasp of readings)	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).	Paper represents the author's ideas, evidence and conclusions accurately.	Paper represents the authors' ideas, evidence and conclusions accurately but not sufficiently clearly. Minor inaccuracies.	Paper misrepresents the authors' ideas, evidence and/or conclusions. Major inaccuracies. Or does not distinguish between major ideas and less relevant points.
<b>Argument</b> (depth of analysis)	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.	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.	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.	Paper does not address the assignment.  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.
<b>Clarity</b>	Consistently precise and unambiguous wording, clear and lucid sentence structure. All quotations are well chosen, effectively framed in the text and explicated where necessary.	Mostly precise and unambiguous wording, mostly clear sentence structure. Mostly effective choice of quotation. Mostly effective framing and explication of quotation where necessary.	Imprecise or ambiguous wording. Confusing sentence structure. Poorly chosen quotations, or ineffective framing and explication of quotations.	Consistently imprecise or ambiguous wording, confusing sentence structure. Quotations contradict or confuse student's text. Quotations used  to replace student's writing.
<b>Presentation</b>	Paper is clean, correctly formatted (12-point font, Times New Roman, normal margins), written in full sentences. Quotations are all properly	Paper is clean, correctly formatted (12-point font, Times New Roman, normal margins), written in	Paper is clean, correctly formatted (12-point font, Times New Roman, normal margins), written in full sentences. Some improperly attributed	Paper is sloppy or incorrectly formatted, not written in full sentences. Many improperly attributed

	attributed and cited in a consistent style. Virtually no spelling or grammatical errors.	full sentences. Quotations are all properly attributed and cited in a consistent style. A few minor spelling or grammatical errors.	quotations and/or inconsistent citation style. A number of spelling or grammatical errors.	quotations or inconsistent style of citation. Many spelling or grammatical errors.
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Drawn from: Eberly Center for Teaching Competence.

### Course Engagement Rubric

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:

Criteria	Exemplary Performance
Frequency of participation in class	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.
Quality of comments	Comments are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.
Listening Skills	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.

Drawn from: Eberly Center for Teaching Competence.

### Course Assignment Table

Assignment	Points	%	Details
10 Journals	10 x 15 points= 150 points	50%	Topics assigned-see calendar for due dates and rubric
Analytic piece	30 points	25%	See rubric
Presentation/Poster	20 points	10%	See rubric
Engagement	75 points	25%	See rubric
<b>Total</b>	<b>300 points</b>		

<b>Course Calendar</b>			
<b>Week</b>	<b>Readings</b>	<b>Class Agenda</b>	<b>Assignment</b> (See Assignment Descriptions) ALL ASSIGNMENTS DUE BY NOON MONDAY BEFORE CLASS
1 Sept. 5	XX	Introductions Ice Breaker Overview of Syllabus <b>Voting Rights:</b> Why Voting Rights <b>Theory:</b> Social Theory – Guide to Action Overview of Theories <b>Project:</b> Overview and ideas	XX
2 Sept. 12	<i>March</i> <i>Jim Crow: Voting Then and Now</i> <a href="https://www.pbs.org/wnet/jimcrow/tools_voting.html">https://www.pbs.org/wnet/jimcrow/tools_voting.html</a>	Questions about Course Review Web Site <b>Voting Rights:</b> History of Voting Rights Struggles in the past <b>Theory</b> Overviews of Types of Theories <b>Project:</b> 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 Sept. 19	<i>March</i> <i>The Klu Klux Klan</i> <a href="https://www.pbs.org/wnet/jimcrow/stories_org_kkk.html">https://www.pbs.org/wnet/jimcrow/stories_org_kkk.html</a> <i>John Lewis on Speaking Out.</i> <a href="https://www.cbsnews.com/news/note-to-self-congressman-john-lewis-civil-rights-leader/">https://www.cbsnews.com/news/note-to-self-congressman-john-lewis-civil-rights-leader/</a> Attend/Watch Panel Discussion	Review options for viewing panel <b>Voting Rights:</b> The Children’s Crusade <b>Theory:</b> Introduction to Hegemony <b>Project:</b> 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 Sept. 26	<i>Diversity, Oppression and Change</i> , Excerpt on Line <i>Winning the Vote: History of Voting Rights</i>	Check-In Review politics of voting rights cases <b>Voting Rights:</b> Overview of current issues Who Should Vote	Journal #3: Probe News Article: Voting Rights and Hegemony. What does the article



	<a href="https://www.gilderlehrman.org/history-by-era/government-and-civics/essays/winning-vote-history-voting-rights">https://www.gilderlehrman.org/history-by-era/government-and-civics/essays/winning-vote-history-voting-rights</a> <i>Let Illegal Immigrants Vote</i> <a href="http://www.foxnews.com/us/2017/08/07/maryland-city-mulling-over-idea-to-let-undocumented-residents-vote.html">http://www.foxnews.com/us/2017/08/07/maryland-city-mulling-over-idea-to-let-undocumented-residents-vote.html</a>	<b>Theory:</b> Beth Reed on tape Nature of Hegemony <b>Project:</b> Theme of your project	assume about voting rights? What are your hegemonic beliefs?
5 Oct. 3	Diversity, Oppression and Change, Excerpt on Line Time Line: Voting Rights Act <a href="https://action.aclu.org/timelines/timeline-voting-rights-act">https://action.aclu.org/timelines/timeline-voting-rights-act</a> The Most Gerry-Mandered Districts <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> Darwinism: <a href="https://www.khanacademy.org/humanities/ap-us-history/period-6/apush-gilded-age/a/social-darwinism-in-the-gilded-age">https://www.khanacademy.org/humanities/ap-us-history/period-6/apush-gilded-age/a/social-darwinism-in-the-gilded-age</a>	Check-In <b>Theory:</b> Visit with Beth Sherman Social Darwinism <b>Voting Rights:</b> Gerrymandering <b>Project:</b> Working time and consultation	Journal #4 News Article: Enfranchisement and Social Darwinism Find a newspaper article or other piece of analysis and explore how Social Darwinism provides an interpretation.
6 Oct. 10	<i>Why Are They Angry With Us</i> , First Half Cognitive dissonance <a href="https://www.simplypsychology.org/cognitive-dissonance.html">https://www.simplypsychology.org/cognitive-dissonance.html</a>	Check-In <b>Theory:</b> Cognitive Dissonance <b>Voting Rights:</b> Voting Facilities <b>Project:</b> Next steps	Journal #5: News Article: Cognitive Dissonance Find a news article which illustrates the role of cognitive dissonance in public opinions.
7 Oct. 24	<i>Why Are They Angry With Us</i> , Second Half Citizenship Identity and Social Inequality <a href="http://www.civiced.org/pdfs/delaPazGabriel.pdf">http://www.civiced.org/pdfs/delaPazGabriel.pdf</a>	Check-In <b>Theory:</b> Constructionism <b>Voting Rights:</b> Identification/Expenses <b>Project:</b> Report Out	Journal #6: News Article: Constructionism Find a newspaper article that illustrates the power of constructionism.
8 Oct. 31	Criminalizing Voter Fraud: <a href="http://www.projectvote.org/wp-content/uploads/2007/03/Politics_of_Voter_Fraud_Final.pdf">http://www.projectvote.org/wp-content/uploads/2007/03/Politics_of_Voter_Fraud_Final.pdf</a>	Check-In <b>Theory:</b> Marxism <b>Voting Rights:</b> Fear and Criminalizing Voter Fraud	Journal #7: Marxism: How might Marxism explain the current debates over

	<p><a href="https://www.nytimes.com/2017/02/10/us/illegal-voting-gets-texas-woman-8-years-in-prison-and-certain-deportation.html?_r=0">https://www.nytimes.com/2017/02/10/us/illegal-voting-gets-texas-woman-8-years-in-prison-and-certain-deportation.html?_r=0</a></p> <p><a href="http://www.desmoinesregister.com/story/news/crime-and-courts/2016/10/28/voter-fraud-suspect-arrested-des-moines/92892042/">http://www.desmoinesregister.com/story/news/crime-and-courts/2016/10/28/voter-fraud-suspect-arrested-des-moines/92892042/</a></p> <p><a href="https://www.rnla.org/votefraud.asp">https://www.rnla.org/votefraud.asp</a></p> <p><a href="https://www.nbcnews.com/politics/immigration/amp/grandmother-deported-voter-fraud-leaves-u-s-tears-n789766?cid=eml_on-site">https://www.nbcnews.com/politics/immigration/amp/grandmother-deported-voter-fraud-leaves-u-s-tears-n789766?cid=eml_on-site</a></p> <p>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></p>	<b>Project:</b> Thinking about Solutions	voter rights/registration/universality?
9 Nov. 7	<p>Purging Voter Lists:  <a href="https://www.washingtonpost.com/opinions/the-man-who-may-disenfranchise-millions/2017/07/30/47e54f64-7250-11e7-8f39-eeb7d3a2d304_story.html?tid=ss_mail%20AD&amp;utm_term=.feba0f1ca020">https://www.washingtonpost.com/opinions/the-man-who-may-disenfranchise-millions/2017/07/30/47e54f64-7250-11e7-8f39-eeb7d3a2d304_story.html?tid=ss_mail%20AD&amp;utm_term=.feba0f1ca020</a></p> <p>Intersectionality: Why Intersectionality Can't Wait.  <a href="https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/?utm_term=.dc46640e4497">https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/?utm_term=.dc46640e4497</a></p> <p>Intersectionality Is Not a Label  <a href="https://www.washingtonpost.com/news/in-theory/wp/2015/09/21/how-intersectionality-lost-its-punch/?tid=a_inl&amp;utm_term=.dac63278fb0e">https://www.washingtonpost.com/news/in-theory/wp/2015/09/21/how-intersectionality-lost-its-punch/?tid=a_inl&amp;utm_term=.dac63278fb0e</a></p>	<p>Check-In</p> <p><b>Theory:</b> Intersectionality</p> <p><b>Voting Rights:</b> Purging Voter Lists</p> <p><b>Project:</b> Analyzing options</p>	<p>Journal #8</p> <p>Select one of the readings for this course and explore how intersectionality informs/contradicts/confirms that reading.</p>

10 Nov. 14	<p>Suspensions of ID Charts on-line Human Capital Theory Everyone is Still on Welfare <a href="https://www.researchgate.net/publication/11669976_Everyone_Is_Still_on_Welfare_The_Role_of_Redistribution_in_Social_Policy">https://www.researchgate.net/publication/11669976_Everyone_Is_Still_on_Welfare_The_Role_of_Redistribution_in_Social_Policy</a> Education Funding: <a href="https://www.theatlantic.com/business/archive/2015/09/public-school-funding-and-the-role-of-race/408085/">https://www.theatlantic.com/business/archive/2015/09/public-school-funding-and-the-role-of-race/408085/</a> Access to Health Care</p>	<p>Check-In <b>Theory:</b> Human Capital Theory <b>Voting Rights:</b> Suspensions of ID <b>Project:</b> Progress Reports</p>	<p>Journal #9 Draw on one or more of the theories we have discussed to explore the functioning of suspensions of ID in our society.</p>
11 Nov. 21	<p>Suspensions of ID (cont.) Charts on-line</p>	<p>Check-In <b>Theory:</b> Overview of theories <b>Voting Rights:</b> Suspensions of ID and ramifications <b>Project:</b> Progress Reports</p>	<p>Journal #10 Which theory did you find most compelling in assisting in understanding the issue of enfranchisement.</p>
12 Nov. 28	<p>Motor Voter Act Results in Oregon: <a href="http://www.sightline.org/2016/11/16/oregons-new-motor-voter-law-registered-a-quarter-million-new-voters-this-year/">http://www.sightline.org/2016/11/16/oregons-new-motor-voter-law-registered-a-quarter-million-new-voters-this-year/</a> DoJ Article on Motor Voter Acts: <a href="https://www.justice.gov/crt/national-voter-registration-act-1993-nvra">https://www.justice.gov/crt/national-voter-registration-act-1993-nvra</a>  Critique of Act: <a href="https://www.cato.org/publications/congressional-testimony/motor-voter-act-voter-fraud">https://www.cato.org/publications/congressional-testimony/motor-voter-act-voter-fraud</a></p>	<p>Check-In <b>Voting Rights:</b> Responses to Voter Needs and Responses to Voter Fraud Motor Voter Act <b>Theory:</b> Application of Theory</p>	<p>XX</p>
13 Dec. 5	<p>XX</p>	<p>Class Presentations</p>	<p>Poster</p>
14 Dec. 12	<p>XX</p>	<p>Class Presentations</p>	<p>Final Analysis Paper</p>

## 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 piece 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  
[http://www.mrbuddhistory.com/uploads/1/4/9/6/14967012/marxism\\_for\\_dummies\\_re\\_al\\_melanie\\_and\\_adrian.pdf](http://www.mrbuddhistory.com/uploads/1/4/9/6/14967012/marxism_for_dummies_re_al_melanie_and_adrian.pdf)
- 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.  
[https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/?utm\\_term=.dc46640e4497](https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/?utm_term=.dc46640e4497)
- Intersectionality Is Not a Label  
[https://www.washingtonpost.com/news/in-theory/wp/2015/09/21/how-intersectionality-lost-its-punch/?tid=a\\_inl&utm\\_term=.dac63278fb0e](https://www.washingtonpost.com/news/in-theory/wp/2015/09/21/how-intersectionality-lost-its-punch/?tid=a_inl&utm_term=.dac63278fb0e)

### ***Human Capital Theory***

- Public school funding and the role of race\*  
<https://www.theatlantic.com/business/archive/2015/09/public-school-funding-and-the-role-of-race/408085/>
- Mimi Abramowitz (2001). Everyone is Still on Welfare. *Social Work* 46:4, 294-308.

## **II. Voting**

### ***Extending the Franchise***

#### **Timelines**

- Era by era history\*  
<https://www.gilderlehrman.org/history-by-era/government-and-civics/essays/winning-vote-history-voting-right>
- Timeline of extensions of the franchise to various groups  
<https://a.s.kqed.net/pdf/education/digitalmedia/us-voting-rights-timeline.pdf>
- Timeline that includes information about property franchise\*  
[https://www.aclu.org/files/assets/voting\\_rights\\_act\\_timeline20111222.pdf](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.\*  
<https://www.cbsnews.com/news/note-to-self-congressman-john-lewis-civil-rights-leader/>

#### **Historical/Jim Crow Practices**

Jim Crow: Voting then and now - Interactive site that illustrates barriers to voting\*

- The Klu Klux Klan\*  
[https://www.pbs.org/wnet/jimcrow/tools\\_voting.html](https://www.pbs.org/wnet/jimcrow/tools_voting.html)
- The Klu Klux Klan\*  
[https://www.pbs.org/wnet/jimcrow/stories\\_org\\_kkk.html](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\*: <http://www.sightline.org/2016/11/16/oregons-new-motor-voter-law-registered-a-quarter-million-new-voters-this-year/>
- Department of Justice article on the “Motor Voter” Act \* <https://www.justice.gov/crt/national-voter-registration-act-1993-nvra>
- Cato Institute critique of Motor Voter Act\*: <https://www.cato.org/publications/congressional-testimony/motor-voter-act-voter-fraud>
- Brennan Center report on automatic voter registration <http://talkingpointsmemo.com/livewire/illinois-becomes-10-state-pass-automatic-voter-registration-law>
- Automatic voter registration reaches 10<sup>th</sup> state: <http://www.msnbc.com/rachel-maddow-show/automatic-voter-registration-keeps-expanding-reaches-10th-state>
- Illinois becomes 10<sup>th</sup> state to enact voter registration law <http://talkingpointsmemo.com/livewire/illinois-becomes-10-state-pass-automatic-voter-registration-law>

### ***Citizenship and Voting***

#### **History of Noncitizen Voting**

- Hayduk Ron (2006). Democracy for all: Restoring immigrant voting rights in the United States. New York: Routledge.
- Raskin, J.B. (1993). Legal aliens, local citizens: The historical, constitutional, and theoretical meanings of alien suffrage. University of Pennsylvania Law Review 141:4, 1391-1470.

#### **Current Debates**

- Texas voter ID law struck down (08/23/17) <https://www.nytimes.com/2017/08/23/us/federal-judge-rejects-a-revised-voter-id-law-in-texas.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=first-column-region&region=top-news&WT.nav=top-news&r=1>
- Local discussion of allowing noncitizens to vote\* <http://www.foxnews.com/us/2017/08/07/maryland-city-mulling-over-idea-to-let-undocumented-residents-vote.html>

### ***Voter Fraud***

#### **General Discussions of Voter Fraud**

- List of current investigations of voter fraud from the Nation Republican Lawyers’ Association. \* <https://www.rnla.org/votefraud.asp>\*
- Trump Election Integrity Commission request for names and ID’s of all voters [https://www.washingtonpost.com/news/wonk/wp/2017/06/29/trumps-voter-fraud-commission-wants-to-know-the-voting-history-party-id-and-address-of-every-voter-in-america/?utm\\_term=.c2be3e5da346](https://www.washingtonpost.com/news/wonk/wp/2017/06/29/trumps-voter-fraud-commission-wants-to-know-the-voting-history-party-id-and-address-of-every-voter-in-america/?utm_term=.c2be3e5da346)
- 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](http://wapo.st/2eZGyo4?tid=ss_mail-amp)
- The politics of voter fraud:\* [http://www.projectvote.org/wp-content/uploads/2007/03/Politics\\_of\\_Voter\\_Fraud\\_Final.pdf](http://www.projectvote.org/wp-content/uploads/2007/03/Politics_of_Voter_Fraud_Final.pdf)

### **Criminalizing Voter Fraud**

- “Canvassers charged in fake, fraudulent voter registrations.”  
<https://www.usnews.com/news/best-states/indiana/articles/2017-06-09/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.  
<https://www.usatoday.com/story/news/nation/2013/07/17/cincinnati-illegal-voting/2530119/>  
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.  
<http://www.desmoinesregister.com/story/news/crime-and-courts/2016/10/28/voter-fraud-suspect-arrested-des-moines/92892042/>
- Texas woman convicted for voting illegally and sentenced to prison followed by deportation\*  
[https://www.nytimes.com/2017/02/10/us/illegal-voting-gets-texas-woman-8-years-in-prison-and-certain-deportation.html?\\_r=0](https://www.nytimes.com/2017/02/10/us/illegal-voting-gets-texas-woman-8-years-in-prison-and-certain-deportation.html?_r=0)
- Grandmother deported for illegal voting\*  
[https://www.nbcnews.com/politics/immigration/amp/grandmother-deported-voter-fraud-leaves-u-s-tears-n789766?cid=eml\\_onsite](https://www.nbcnews.com/politics/immigration/amp/grandmother-deported-voter-fraud-leaves-u-s-tears-n789766?cid=eml_onsite)

### ***Voter Suppression***

#### **General**

- Bentele, Keith and Erin O’Brien (2013). States with higher black turnout more likely to restrict voting. Washington Post, December 17. <http://prospect.org/article/22-states-wave-new-voting-restrictions-threatens-shift-outcomes-tight-races>
- Brennan Center (2016). Election 2016: Restrictive voting laws by the numbers. Retrieved from <https://www.brennancenter.org/analysis/election-2016-restrictive-voting-laws-numbers>
- Dickinson, Tim (2103). How Republicans rig the game. Rolling Stone  
<http://www.rollingstone.com/politics/news/how-republicans-rig-the-game-20131111>
- Keyssar, Alexander (2012). The strange career of voter suppression. New York Times, February 12.  
<https://campaignstops.blogs.nytimes.com/2012/02/12/the-strange-career-of-voter-suppression/>
- Palast, Greg (2016). The GOP’s stealth war against voters. Rolling Stone  
<http://www.rollingstone.com/politics/features/the-gops-stealth-war-against-voters-w435890>
- Rhodes, Jesse (2017). Do restrictive voting rules work? Yes, but only to suppress minority turnout. Salon.  
[http://www.salon.com/2017/02/04/how-voter-fraud-crusades-undermine-voting-rights\\_partner/](http://www.salon.com/2017/02/04/how-voter-fraud-crusades-undermine-voting-rights_partner/)
- Roth, Zachary (2016). The real voting problem in the 2016 election. Politico.  
<http://www.politico.com/magazine/story/2016/10/the-real-voting-problem-in-the-2016-election-214386>
- Weiser, Wendy and Erik Opsal (2014). The state of voting in 2014. Brennan Center for Justice  
<http://www.brennancenter.org/analysis/state-voting-2014>

#### **Contemporary Practices**

- Brennan Center (2017). New voting restrictions in America. <http://www.brennancenter.org/new-voting-restrictions-america>
- Dickinson, Tim (2103). How Republicans rig the game. Rolling Stone.  
<http://www.rollingstone.com/politics/news/how-republicans-rig-the-game-20131111>

### **Felon Disenfranchisement**

- National Conference of State Legislatures article on felon voting rights.  
<http://www.ncsl.org/research/elections-and-campaigns/felon-voting-rights.aspx>
- Staples, Brent (2014). The racist origins of felon disenfranchisement.  
<https://www.nytimes.com/2014/11/19/opinion/the-racist-origins-of-felon-disenfranchisement.h>
- Behrens, Angela, Uggen, Christopher, and Manza Jeff (2003). Ballot manipulation and the “menace of black domination”: Racial threat and felon disenfranchisement in the United States, 1850-2002. *American Journal of Sociology* 10:3, 559-605.
- The Sentencing Project (2016). Disenfranchisement 2016.  
<http://www.sentencingproject.org/publications/6-million-lost-voters-state-level-estimates-felony-disenfranchisement-2016/>

### **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](https://www.washingtonpost.com/news/wonk/wp/2014/05/15/americas-most-gerrymandered-congressional-districts/?utm_term=.c3854e5bce13)
- Liptak, Adam (2017). Justices to hear major challenge to partisan gerrymandering.  
<https://www.nytimes.com/2017/06/19/us/politics/justices-to-hear-major-challenge-to-partisan-gerrymandering.html?smid=fb-nytimes&smtyp=cur&r=0>
- The New Front in the Gerrymandering Wars  
<https://www.nytimes.com/2017/08/29/magazine/the-new-front-in-the-gerrymandering-wars-democracy-vs-math.html?hpw&rref=magazine&action=click&pgtype=Homepage&module=well-region&region=bottom-well&WT.nav=bottom-well>

### **Poll locations , hours and amenities**

- Lee, Jaeh (2014). Article that charts wait times, poll hours and poll amenities to demonstrate that polls with a large minority population are characterized by longer wait times and less convenient hours. Charts: How minority voters get blocked at the ballot box. *Mother Jones*, Nov. 3. Retrieved from  
<http://www.motherjones.com/politics/2014/11/charts-black-latino-voters-machines-poll-workers/>
- 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](http://wapo.st/2eZGyo4?tid=ss_mail-amp)
- Justice department backs Ohio’s effort to purge infrequent voters from rolls.  
[https://www.nytimes.com/2017/08/08/us/politics/justice-department-ohio-voter-rolls.html?\\_r=0](https://www.nytimes.com/2017/08/08/us/politics/justice-department-ohio-voter-rolls.html?_r=0)
- 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/>
- National Council of State Legislatures article on attempts to improve voter list accuracy.  
<http://www.ncsl.org/research/elections-and-campaigns/voter-list-accuracy.aspx>
- 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-idx=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>
- Newkirk, Vann R. (2016). What early voting in North Carolina actually reveals  
<https://www.theatlantic.com/politics/archive/2016/11/north-carolina-early-voting/506963/>

### **Restricting same day registration**

- Green, Zachary and Mach, Andrew (2015). Interactive map: Does same-day registration affect voter turnout in the US? PBS, October 14.  
<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,  
<http://www.ncsl.org/research/elections-and-campaigns/same-day-registration.aspx>

### **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\\_latest/2016/07/21/michigan\\_judge\\_strikes\\_down\\_straight\\_party\\_voting\\_ban.html](http://www.slate.com/blogs/the_latest/2016/07/21/michigan_judge_strikes_down_straight_party_voting_ban.html)
- Liptak, Adam (2016). Supreme Court allows ‘straight ticket voting’ in Michigan.  
<https://www.nytimes.com/2016/09/10/us/politics/supreme-court-voting-michigan-straight-ticket.html>

### **Restricting voter registration drives**

- Kasdan, Diana (2014). State restrictions on voter registration drives. New York: Brennan Center.  
<http://www.brennancenter.org/sites/default/files/legacy/publications/State%20Restrictions%20on%20Voter%20Registration%20Drives.pdf>

### **Voter ID laws**

- Sobel, Richard (2014). The High Cost of “Free” Voter Identification Cards. Cambridge, Ma.: Harvard Law School /Charles Hamilton Houston Institute for Race and Justice. Retrieved from  
<https://today.law.harvard.edu/wp-content/uploads/2014/06/FullReportVoterIDJune20141.pdf>
- Article discussing voter ID laws as imposing an effective poll tax  
<https://www.theatlantic.com/politics/archive/2014/10/the-new-poll-tax/381791/>
- Hershey, MR (2009). What we know about Voter-ID laws, registration and turnout.  
<http://www.brennancenter.org/sites/default/files/legacy/Democracy/VRE/Hershey.pdf>
- National Conference of State Legislatures (2017). Voter identification requirements/Voter ID laws.  
<http://www.ncsl.org/research/elections-and-campaigns/voter-id.aspx>
- National Conference of State Legislatures (2016). Voter verification without ID documents.  
<http://www.ncsl.org/research/elections-and-campaigns/voter-verification-without-id-documents.aspx>
- Brennan Center for Justice at the New York University Law School (2006). Citizens without proof: A survey of American’s Possession of documentary proof of citizenship and photo identification.  
[http://www.brennancenter.org/sites/default/files/legacy/d/download\\_file\\_39242.pdf](http://www.brennancenter.org/sites/default/files/legacy/d/download_file_39242.pdf)
- 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/>
- Lantigua-Williams, Juleyka (August 11, 2016). The Elusiveness of an Official ID After Prison. The Atlantic. <http://www.theatlantic.com/politics/archive/2016/08/the-elusiveness-of-an-official-id-after-prison/495197/>
- Perez, Vanessa (February, 2015). Project Vote Research Memo. “Americans with Photo ID: A Breakdown of Demographic Characteristics.” <http://www.projectvote.org/wp-content/uploads/2015/06/AMERICANS-WITH-PHOTO-ID-Research-Memo-February-2015.pdf>

- Davidson, C. (2009). The historical context of voter photo-ID laws. *PS: Political Science & Politics*, 42:1, 93-96.
- Government Accountability Office (2014). Elections: Issues related to state voter registration laws. <http://www.gao.gov/assets/670/665966.pdf>
- Jones, Mark, Cross, Ray and Granato, Jim (2017). The Texas Voter ID and the 2016 election: A study of Harris County and Congressional District 23. Houston: Hobby School of Public Affairs. Retrieved from <https://ssl.uh.edu/class/hobby/voterid2016/voterid2016.pdf>
- Lee, Suevan and Smith, Sarah (2016). Everything you've ever wanted to know about voter ID laws. Propublica. <https://www.propublica.org/article/everything-youve-ever-wanted-to-know-about-voter-id-laws>
- Malewitz, Jim (2015). Study: Law discouraged more than those without photo ID. *Texas Tribune*, August 6. <https://www.texastribune.org/2015/08/06/study-law-discouraged-more-those-without-voter-id/>

### **Groups Disadvantaged by Photo ID Laws**

#### *The Elderly*

- Berman, Ari (2016). North Carolina Republicans tried to disenfranchise a 100 year-old African American woman. <https://www.thenation.com/article/a-90-year-old-woman-whos-voted-since-1948-was-disenfranchised-by-wisconsins-voter-id-law/>
- Berman, Ari (2016). A 90 year-old woman who has voted since 1948 was disenfranchised by Wisconsin's Voter-ID Law. <https://www.thenation.com/article/a-90-year-old-woman-whos-voted-since-1948-was-disenfranchised-by-wisconsins-voter-id-law/>
- Horwitz, Sari (2016). Getting a photo ID is easy unless you're poor, black, Latino, or elderly. *Washington Post*. [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=.39bf70c074b5](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=.39bf70c074b5)
- This article examines the general impact of voter ID laws and focuses on their impact on the elderly. Mercer, Marcia (2012). Can we still vote? AARP Politics and Government. Retrieved from <http://www.aarp.org/politics-society/government-elections/info-01-2012/voter-id-laws-impact-older-americans.html>
- 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>
- This article reports on the suit filed by a 92-year-old North Carolina woman against the North Carolina voter ID law. It discusses her difficulties in obtaining acceptable ID. NewsOne (2013). 92 year old woman sues state over voter ID law. <https://newsone.com/2675187/rosanell-eaton-lawsuit-voter-id-laws/>
- Hicks, William, Seth McGee and Daniel Smith (2016). The determinants of state legislator support for restrictive voter ID laws. *State Politics and Policy Quarterly*, February 21. <http://journals.sagepub.com/doi/10.1177/1532440016630752>

#### *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,

and Raleigh North Carolina as they attempt to vote under the state's new voter ID law. Several interesting anecdotes. Retrieved from <http://www.newsobserver.com/news/politics-government/state-politics/article65707942.html>

- 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/feature/college-game-plan/voting-hurdles-often-keep-college-students-away-ballot-box-n637046>
- Brennan Center for Justice at New York University Law School (2016). Student voting guide for 2016. Retrieved from <http://www.brennancenter.org/how-vote-2016>
- Rock the Vote (n.d.). Voter ID requirements by state. Retrieved from <https://www.rockthevote.com/get-informed/elections/voter-id-requirements/state/>

### *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>
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- 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-1fd1ff768274>
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#### *Immigrants*

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#### *Hispanics*

- Dart, Tom (2015). Texas voter ID laws discouraged Hispanic people from voting. *The Guardian*. This story, which reports on challenges to the Texas voter id law, also includes a lengthy discussion of the law’s impact on Latinos. <https://www.theguardian.com/us-news/2015/aug/07/texas-voter-id-rules-discouraged-hispanic-voters>
- 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](http://abcnews.go.com/ABC_Univision/Politics/voter-id-laws-hinder-10-million-eligible-latinos/story?id=17312815)
- Zengerle, Patricia (2012). Young, Hispanics, poor hit most by voter ID laws: Study. Retrieved from <http://www.reuters.com/article/us-usa-campaign-voterid-idUSBRE88P1CW20120926>

#### *Democrats/Liberals*

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#### **Poll worker discretion and Voter ID**

- Article that finds that poll workers often express individual prejudices when requesting ID Atkeson, L.R., Kereval, Y., Alvarez, R.M. and Hall, T. (2014). Who asks for identification? Explaining poll worker discretion. *Journal of Politics* 76:4, 944-957. <https://pdfs.semanticscholar.org/acf4/45b9caa572de791338b1d12693d0b6d0198d.pdf>
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### **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/> or the SSWD Faculty Handbook at [http://ssd.umich.edu/files/ssd/SSD\\_Faculty\\_Handbook.pdf](http://ssd.umich.edu/files/ssd/SSD_Faculty_Handbook.pdf).

## 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](mailto: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](mailto: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-ADAcpliance@umich.edu](mailto:ssw-ADAcpliance@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/](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.***