SW 842: Social (In)Equality and Equity
Joint Doctoral Program in Social Work and Social Science

Instructor: Jamie Mitchell, MSW, PhD
Title: Assistant Professor
Address as: “Dr. or Professor Mitchell”, or “Dr. M”

Day and Time: Mondays, Time: 2:00pm to 5:00pm
Room: 1794 SSWB
Office: 3847 SSWB Phone: 734-763-4955
Email: Mitchj@umich.edu
Office Hours: By appointment only (BlueJeans or In Person)
Credits: (3)

Course Description
This course covers readings on themes of social equity and social inequality. We will examine variations in the structure of opportunity and outcomes within the United States and attention will be given to effects of diverse values, perspectives, and ideologies on conceptualizations of social equality and equity; and the implications of the above for social policy and communities. We will also reference classic and contemporary works by noted scholars as a lens through which to examine modern inequality on topics such as racial disparities in employment, housing, health, incarceration, education, and the effects of gentrification and urbanization among other topics. This course is designed to help students to grasp an array of perspectives on social inequality, and to better understand the mechanisms and effects of inequity on diverse populations.

Course Content: The course employs frameworks of social justice, intersectionality and other core social work values for the critical and theoretical examination of social inequality. Students will examine theories related to poverty, inequality, difference, oppression, privilege, and culture, with a particular emphasis on housing, gentrification, urban renewal, and community change.

Amazon Link: https://www.amazon.com/Divided-City-Poverty-Prosperity-America/dp/1610917812/ref=sr_1_1?ie=UTF8&qid=1535876541&sr=8-1&keywords=the+divided+city

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, 20% 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. This class begins at 2pm sharp.
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 5% 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/smart watch 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 & comments to the professor & other students, as well as answering questions & addressing comments posed by the professor & other students during our class discussions. Class participation also involves completing take homework assignments, & participating in class exercises and 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. Class will begin “on the hour” as stated in the syllabus and schedule of classes.
11. 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.
12. 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 & you still believe the weather to be too inclement for you to safely arrive to class, you are welcome to use one of your allowed absences.
13. 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.

(14) Please eat and drink quietly and clean up after yourself.

(15) Please do not bring children or adult guests to this course without permission of the instructor ahead of class.

(16) 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.

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

(18) Grades will be posted to Canvas within two weeks of assignment due dates, you are strongly encouraged to keep track of your own academic progress, the instructor will not calculate mid-semester grades.

(19) 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.*

**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, please adhere to the student handbook for the most recent policies and procedures.

**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 for definitions and procedures.

**Academic Difficulty Procedure:**
When a student fails to maintain good academic standing, she/he is automatically placed on probation. 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 most updated Student Guides for MSW and doctoral students.

**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 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 in the current *Student Guides* for both MSW and Doctoral programs 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](http://www.lib.umich.edu/academic-integrity/resources-students). Another helpful resource is [http://guides.lib.umich.edu/content.php?pid=43469&sid=338261](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 appears elsewhere (e.g. in a paper for another current or previous class).

**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
For more information view the annual Campus Safety Statement at [http://www.dpss.umich.edu/](http://www.dpss.umich.edu/).

**GRADING SCALE (by percentage):**

- 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-  

“A” is awarded for **exceptional performance** and the mastery of the material.

“B” is awarded for papers that demonstrate mastery of the material.

“C” is awarded when mastery of the material is minimal.

“D” indicates deficiency and carries no credit.

“E” indicates failure and carries no credit.

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### Course Assignment Table

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Leader</td>
<td>60</td>
<td>20%</td>
<td>Summary, discussion and Q&amp;A on (1) week’s readings</td>
</tr>
<tr>
<td>Digital Poster &amp; “lightening” talk</td>
<td>40</td>
<td>26.66%</td>
<td>Details to be discussed in class</td>
</tr>
<tr>
<td>Final Paper</td>
<td>100</td>
<td>33.33%</td>
<td>10 pages maximum, excluding references.</td>
</tr>
<tr>
<td>Engagement</td>
<td>60</td>
<td>20%</td>
<td>See rubric</td>
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<tr>
<td>Total</td>
<td>300</td>
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</tbody>
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### 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:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Performance</th>
<th>Points (50 max)</th>
</tr>
</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>
<td>10</td>
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<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>
<td>30</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>
<td>20</td>
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<tr>
<td>Total</td>
<td></td>
<td>60</td>
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</table>

*Eberly Center for Teaching Excellence*
Discussion Leader
(60 Points)

Each week, one student will lead a one-hour discussion on the assigned readings. Students will provide a written one-paragraph summary of the major thematic points to be submitted on canvas by 11:59pm the Sunday night before class on Monday. The discussion in class should include major points, historical perspectives, relevant current events and selections of multi-media reflected in or related to the readings, strengths and constructive critiques of the perspectives offered, and potential unanswered questions related to practice, policy or theoretical implications. Students are welcome to utilize power point or create brief presentations but are not required to. Students are expected to ground the discussion in a defined stance or perspective on the topic and readings, and defend and discuss their position relative to others offered in class and the readings. Additional information and detail will be discussed in class.

**Additional details and for the digital poster & “lightening” talk, along with the final paper will be discussed in class.

**COURSE CALENDAR

**Subject to Change**

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion Leader</th>
<th>Readings</th>
<th>Activities &amp; Assignments Due</th>
</tr>
</thead>
</table>
| 9/10/18   | Dr. Mitchell      | Welcome & Overview
Listen to “The Promise” Episodes 1 to 6+ Bonus Episode: http://thepromise.wpln.org/#listen |                              |
| 9/17/18   | Chua              | Introduction: Revival and Inequality
* American cities are reviving–but leaving the poor behind
* Americans misperceive racial economic equality
* City Divided: A Look At The Disparities in Detroit |                              |
| 9/24/18   | Kwesele           | Chapter 1: The Rise and Fall of the American Industrial City
* African Americans in Appalachia fight to be seen as a part of coal country
* An American story: How the closure of the oldest General Motors car plant in the US left a city battered but unbowed
* Pittsburgh: A city of two post-industrial tales |                              |
| 10/1/18   | Levin             | Chapter 2: Millennials, Immigrants, and the Shrinking Middle Class
* America’s Shrinking Middle Class: A Close Look at Changes Within Metropolitan Areas
* Why So Many Minority Millennials Can’t Get Ahead |                              |
| 10/8/18   | Lobo              | Chapter 3. From Factories to “Eds and Meds”
* Becoming a Steelworker Liberated Her. Then Her Job Moved to Mexico
* Health Care Just Became the U.S.’s Largest Employer |                              |
<table>
<thead>
<tr>
<th>Date</th>
<th>Author</th>
<th>Chapter</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/15/18</td>
<td>Mallick</td>
<td>Chapter 4: Race, Poverty and Real Estate</td>
<td>* Why So Many Poor Americans Don't Get Help Paying For Housing</td>
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<td>* That Detroit rarity: a home mortgage</td>
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<td>* How Homeownership Became the Engine of American Inequality</td>
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<tr>
<td>10/22/18</td>
<td>Morris</td>
<td>Chapter 5: Gentrification and Its Discontents</td>
<td>*Gentrification became low-income lending law’s unintended consequence</td>
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<td>* Police Forces Are Sending A Message To Black Suburban Residents: You’re Not Wanted</td>
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<td>* Black flight to suburbs masks lingering segregation in metro Detroit</td>
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<tr>
<td>10/29/18</td>
<td>Ochoa</td>
<td>Chapter 6: Sliding Downhill: The Other Side of Neighborhood Change</td>
<td>Digital poster presentations</td>
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<td>*The Criminalization of Gentrifying Neighborhoods</td>
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<td>* The Complicated Link Between Gentrification and Displacement</td>
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<tr>
<td>11/5/18</td>
<td>Rios</td>
<td>Chapter 7: The Other Post-Industrial America: Small Cities, Mill Towns, and Struggling Suburbs.</td>
<td>Lightening talks</td>
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<td></td>
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<td>* The Places That May Never Recover From the Recession</td>
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<td>* How Poverty and Racism Persist in Mississippi</td>
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<td>11/12/18</td>
<td>Romer</td>
<td>Chapter 8. Empty Houses and Distressed Neighborhoods: Confronting the Challenge of Place</td>
<td>Lightening talks</td>
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<td>*Living in a poor neighborhood changes everything about your life</td>
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<td>* In Detroit's poorest neighborhoods, a food truck serves the forgotten</td>
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<td>* Chicago’s Awful Divide</td>
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<td>11/19/18</td>
<td>Suarez-Roman</td>
<td>Chapter 9: Jobs and Education: The Struggle to Escape the Poverty Trap</td>
<td>Lightening talks</td>
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<td>* Education Isn't the Key to a Good Income</td>
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<td>* Wanted: Factory Workers, Degree Required</td>
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<td>* Escaping Poverty: Predictors of Persistently Poor Children's Economic Success</td>
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<tr>
<td>11/26/18</td>
<td>Truwit</td>
<td>Chapter 10: Power and Politics: Finding the Will to Change</td>
<td>Lightening talks</td>
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<td>* How the Fair Housing Act Failed Black Homeowners</td>
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<td>* For people of color, banks are shutting the door to homeownership</td>
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<tr>
<td>12/3/18</td>
<td>Watson</td>
<td>Chapter 11: A Path to Inclusion and Opportunity</td>
<td>Final papers due</td>
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<tr>
<td>12/10/18</td>
<td>Mitchell</td>
<td>Wrap up &amp; Evaluation</td>
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</tbody>
</table>

*Assignments due by 11:59pm on assigned date, extensions approved by email request at least 24 hours in advance.

**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.
Articles: (see Canvas for PDF if no link listed)

1. Gentrification became low-income lending law’s unintended consequence*
2. The Criminalization of Gentrifying Neighborhoods*
3. Why So Many Poor Americans Don’t Get Help Paying For Housing*
4. Education Isn’t the Key to a Good Income*
5. Chicago’s Awful Divide*
6. How Poverty and Racism Persist in Mississippi*
7. Why So Many Minority Millennials Can’t Get Ahead*
8. White poverty exists, ignored*
9. Wanted: Factory Workers, Degree Required*
11. Living in a poor neighborhood changes everything about your life*
12. In Detroit’s poorest neighborhoods, a food truck serves the forgotten*
13. Black flight to suburbs masks lingering segregation in metro Detroit*
15. African Americans in Appalachia fight to be seen as a part of coal country*
16. How Homeownership Became the Engine of American Inequality*
17. America’s Shrinking Middle Class: A Close Look at Changes Within Metropolitan Areas*: http://www.pewsocialtrends.org/2016/05/11/americasshrinking-middle-class-a-close-look-at-changes-within-metropolitan-areas/
18. Escaping Poverty: Predictors of Persistently Poor Children’s Economic Success*
19. Americans misperceive racial economic equality*: http://www.pnas.org/content/early/2017/09/12/1707719114.full
20. For people of color, banks are shutting the door to homeownership*: https://www.revealnews.org/article/for-people-of-color-banks-are-shutting-the-door-to-homeownership/
21. How the Fair Housing Act Failed Black Homeowners*:
22. The Places That May Never Recover From the Recession (Suburbs)*:
23. Becoming a Steelworker Liberated Her. Then Her Job Moved to Mexico*:
24. Health Care Just Became the U.S.’s Largest Employer*:

27. Urban Revival? Not For Most Americans: [https://ternercenter.berkeley.edu/blog/urban-revival-not-for-most-americans](https://ternercenter.berkeley.edu/blog/urban-revival-not-for-most-americans)


