



# SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

<b>Course title:</b>	Social Justice and Diversity in Social Work	
<b>Course #/term:</b>	SW504, Fall 2019	
<b>Time and place:</b>	Tuesdays, 6pm [Room #B770]	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	--	
<b>Instructor:</b>	Osvaldo Rivera	
<b>Contact info:</b>	<b>Email:</b> <a href="mailto:orivera@umich.edu">orivera@umich.edu</a>	<b>Phone:</b> [313-689-3011]
	You may expect a response within 48 hours	
<b>Office hours:</b>	By appointment	

## 1. Course Statement

### a. 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.

### b. 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).

### **c. Course objectives and competencies**

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 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)

### **d. 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, and life experiences. Special attention will also be given knowledge about justice and change, and principles of change towards justice.

## **e. Curricular themes**

### Theme Relation to Multiculturalism & Diversity

...is addressed from the perspective of critically considering how diverse dimensions (such as ability; age; class; color; culture; 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

...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

...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

...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.

## **f. Relationship to social work 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.

## **g. Intensive focus on PODS**

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.

## 2. Class Requirements

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***I acknowledge the work of and thank the following professors Priscilla Cortez and Shanna Kattari for the use of their work in the development of this syllabus.***

### Required Text

Derald Wing Sue, Mikal N. Rasheed, Janice Matthews Rasheed, , and Mikal N. Rasheed (2016) *Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice*, John Wiley & Sons, Incorporated, 9781118536100.

Additional readings, media, and handouts from journals and pertinent news articles and other sources **will be posted** on a regular basis to Canvas. All items will be posted in advance. Current events will be discussed regularly in class so please stay up to date on local, state and national issues related to subject matter. It is expected that students will complete all required readings.

### Class schedule

Exploration of the subject matter **will by necessity be a dynamic process**. Thus, the schedule is subject to change at the discretion of the professor and will be updated as warranted. Updated schedules will be regularly posted on Canvas.

Session	Topics Covered	Items DUE	Readings – To be read prior to class
Session 1. Sept 3rd	Overview of Class Review syllabus		Syllabus
Session 2 Sept 10 <sup>th</sup>	Diversity, Social Justice and Implications for Social Work Practice		<i>Chapters 1 &amp; 2</i> Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice, Sue & Rasheed
Session 3 Sept. 17th	Some theoretical considerations for Social Work Practice	Assignment DUE: Who Am I?	Chapter 4 Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice, Sue & Rasheed

Session 4 Sept 24th	Oppression, Marginalization, and Appropriation  Identity Development of Marginalized Groups	Assignment DUE: Journal #1	Chapter 6 Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice, Sue & Rasheed
Session 5 Oct. 1st	Critical Analysis of Privilege  What Does It Mean to be an Ally?		Chapters 3 & 7 Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice, Sue & Rasheed
Session 6 Oct 8th	Gender Diversity		Chapter 10. Culture In F.F Marsiglia, & S. Kulis, (2009). <i>Diversity, oppression and change</i> (pp. 2-25). Chicago: Lyceum Books, Inc.
Session 7 Oct 15th	<b>NO CLASS – FALL BREAK</b>		<b>NO CLASS – FALL BREAK</b>
Session 8 Oct 22nd	Intersectionality Discussion	Assignment DUE: Journal #2	Chapter 3. Culture In F.F Marsiglia, & S. Kulis, (2009). <i>Diversity, oppression and change</i> (pp. 2-25). Chicago: Lyceum Books, Inc.
Session 9 Oct 29th	Microaggressions		Chapter 5 Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice, Sue & Rasheed
Session 10 Nov 5th	Is It Just “Culture”?”: A discussion on Alternative World Views Part 1		Chapters 11 & 14 Multicultural Social Work Practice: A Competency- Based Approach to Diversity and Social Justice, Sue & Rasheed
Session 11 Nov 12th	Is It Just “Culture”?”: A discussion on Alternative World Views Part 2	Assignment DUE: Journal #3	Readings Forthcoming

Session 12 Nov 19th	Social Class as Location What Next?	Assignments DUE: Group Presentations <b>And</b> Proposal for Final Project	Readings Forthcoming
Session 13 Nov 26th	Organizational Change Processes		Chapter 12 Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice, Sue & Rasheed Readings Forthcoming
Session 14 Dec 3rd	What is Transformative Justice Work? Part 1.	Assignment DUE: Journal #4	Readings Forthcoming
Session 15 Dec 10th	What is Transformative Justice Work? Part 2	Assignment DUE: Final Project	Readings Forthcoming

## Assignments

All course assignments are to be submitted in class by the due date as reflected in the above schedule (please review in Canvas for any updates). Hard copies would be beneficial as they provide me an opportunity to provide feedback with specific comments at certain sections on your returned copy. Points will be deducted from late assignments.

**Attendance & Participation: 20%**

**Who Am I Paper 15%**

**Self-Reflexive Journals (4): 20%**

**Group Presentation: 25%**

**Final Project: 20%**

## Attendance and Participation-20%

Your class attendance, active and focused participation in class discussion and activities are **paramount** for the successful completion of this course. Thus, this will amount to 20% of the final grade. Asking questions, applying course concepts to questions about your own experiences, how you contribute to the learning and the provision of accurate and respectful feedback to others, and utilizing office hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments are important. Please note I value your identification of any unique learning needs or problems. Monopolizing space or contributing off topic is

not considered participation. It is necessary that students attend each class and attend class for the entire time period. Simply attending class alone is not enough for a successful participation grade.

**(Appreciation to Professor Kattari for the use of assignments)**

***Who Am I – 15%***  
**DUE – Sept 17<sup>th</sup>**

The purpose of this project is for students to explore their own values, experiences, and biases and to better understand how their social location influences who they are and how they see the world.

Papers must be both thorough and thoughtful. Students are expected to put time and effort into this assignment. Submissions that are not reflective of considerable time and effort will not receive any credit. It is important that students answer the prompts honestly. I will be the only one who will be reading this assignment.

This is an opportunity for students to consider what their answers reveal about who they are and how this shapes them as a person and a future social worker or educator.

Avoid writing the text of the questions into the paper. Focus on salient experiences that cut across multiple questions/aspects of your identity and avoid answering each question one by one. There are many questions and quite a few of them overlap.

A strong paper will focus on key experiences in your life that shaped your attitudes about different aspects of your identity. For example, you could first discuss messages you received in your family about race, gender, religion, sexuality, etc. and then move to important experiences you had in the community that taught you what behaviors were appropriate and desirable. Other approaches can be used using such or similar approach it will make it more manageable than answering each question individually given the time requirements. What is most important is that you take time to really think about the questions, reflect on your life experiences, and synthesize them together in the video to communicate how you developed your identity and worldview.

The depth of your effort and self-reflection for this assignment will determine the depth of your learning. You are encouraged to take time to think about the questions, reflect on your life experiences, and synthesize them together in the essay to communicate how you developed your identity and worldview.

The questions to consider are as follows:

1. Introduce yourself. Write ~1 page about who you are; where you are from, where you grew up, etc. Consider how you might introduce yourself to a new roommate. What are the important things you think they need to know about who you are?
2. Into what social and economic class (SES) were you born? Did this change over time? If so, how so? How did you know what SES you belonged to? How did you know what SES you did not belong to? What messages have you received about your SES? From whom? Where? What messages have you received about those who are of different SES statuses? From whom? Where? How have these messages shaped your current thought about those who are of the same/different SES as you? Give at least one specific example of how your SES has affected your life.
3. What is your gender identity (NOTE: not just in the sex binary of male/female, but think about whether you might identify as cisgender, transgender, non-binary, etc.)? How do you express your gender identity? Has this changed over time? If so, how? What messages have you received about your gender identity and others who are of the same gender identity as you? From whom? Where? What messages have you received about those who are of different gender identities? From whom? Where? How have these messages shaped your current thought about those who are of the same/different gender identity as you? Give at least one specific example of how your gender identity has affected your life.
4. What is your sexual orientation? Has this changed over time? If so, how? What messages have you received about your sexual orientation and others who are of the same sexual orientation as you? From whom? Where? What messages have you received about those who are of different sexual orientations? From whom? Where? How have these messages shaped your current thought about those who are of the same/different sexual orientation as you? Give at least one specific example of how your sexual orientation has affected your life.
5. How do you identify racially/ethnically? Has this changed over time? If so, how? What messages have you received about your race/ethnicity and others who are of the same race/ethnicity as you? From whom? Where? What messages have you received about those who are of different race/ethnicity? From whom? Where? How have these messages shaped your current thought about those who are of the same/different race/ethnicity as you? Give at least one specific example of how your race/ethnicity has affected your life.
6. How do your body and mind move through the world? What is your identity around your ability or disability status? Would you say you are neurotypical or neuroatypical? Is this identity the same as it has always been, or has it shifted? What may have helped it to shift? Does this identity change based on the contexts you are in? What are the messages you receive regarding this identity? Give at least one specific example of how your disability status has affected your life.
7. Are you religious? How do you identify religiously, if at all? Is this the same or different as your family of origin? Your family of choice? What does it mean to hold this identity in your community? Has this identity ever been challenged?



What messages exist in the world about people who share this identity? If you do not have a religious identity, what has that experience been like for you? Give at least one specific example of how your religious identity (or lack thereof) has affected your life.

8. Read your answers to the questions above. Ask yourself: *What have I NOT said? Why not? What things did I not explain because I believed the reader shared my common experience?* Upon reflection, identify a cultural group that might be a personal challenge for you as you move into the profession of social work. Write/speak and explain how/why you believe this group would be a challenge for you. Remember the group must fit one of the cultural clusters above (SES, gender identity, sexual orientation, race/ethnicity, disability status, religious identity)

**Expected Length:** Papers should be 5-8 pages (Times New Roman or Arial 12, double spaced, 1" margins). No citations are needed – this should be 100% based on reflection of your own identities and experiences in moving through the world.

The paper will be assessed for its authenticity (self-reflective, willingness for vulnerability in presenting your ideas, thoughts, and conclusions) and for its written clarity.

***Self-Reflexive Journals (4) – 20%, 5% each,***  
**DUE – Sept 24<sup>th</sup>, Oct 22<sup>nd</sup>, Nov 12<sup>th</sup>, Dec 3<sup>rd</sup>**

You will write 2-4 page long journal entries FOUR TIMES throughout the semester in response to the readings, activities, videos, course content, & guest speakers reflecting on personal values, ethics, perspectives, biases and reactions to engaging with different identity groups, individuals, and potential clients, as well as different frameworks, interventions, and theories. Be self-reflective and write in the first person. Points will not be deducted for acknowledging concerns, biases, privileges, apprehensions, etc. Rather, you are asked to be honest and forthright about your response to the class and its content. If readings are mentioned, they should be cited – additional citations are not required. These are to be handed in when class begins on their due date (but can be submitted early). Only I will be reading these journal entries (they will not be shared with the class).

<b>Criteria</b>	<b>Exemplary Performance</b>
<b>Accuracy</b>	Journal entry represents the author's ideas, thoughts, or conclusions accurately, fairly, and eloquently. It shows a firm understanding of the implications of each author's argument(s), or asks questions when there is not a firm conclusion. It is authentic to the author, and not regurgitating thoughts already shared in the class or from others.
<b>Argument</b>	Journal entry fully meets the requirements of the assignment. It explores implications of chosen ideas for the assigned topic in thoughtful and/or

	original ways. It makes convincing and personalized case for why selected key ideas connect and/or uses texts, class discussions, and/or lectures to support.
<b>Clarity and Presentation</b>	Journal entry consistently uses precise and unambiguous wording. It has clear and lucid sentence structure. It has minimal use of quotations and effectively frames first-person perspective in the text. It is clean, correctly formatted in APA style (12-point font, Times New Roman or Arial, 1" margins), and written in full sentences. All citations (if there are any) are properly attributed and cited in a consistent style. There are virtually no spelling or grammatical errors.

**\*Modified from Eberly Center for Teaching Excellence**

***Group Presentations – 25%***

**DUE – Nov 19<sup>th</sup>**

This assignment builds on your answers on the Who Am I assignment and the new insights you have gained through your class interactions. Your assignment will focus on a group of people that have been the target of subjugation and/or domination by social structures. I will create learning groups comprised of 3-4 students per group. Each group will have to decide on the group upon which they will focus. Some classroom time will be given for groups to work on these projects, and the assumption is that additional time outside of class (individually or as a group) will be spent to complete these projects.

Learning groups will engage in an assessment of the ways in which power is used to define, subjugate and dominate the identity of targeted people through popular culture mechanisms. Learning groups are expected to provide visual examples of the way that popular culture and mass media create, reinforce, and misrepresent people whose experiences are outside of White heterosexual cisgender straight able-bodied Christian male confines of social rules. The targeted people are identified based on populations of people, not treatment-seeking categories. For example, individuals in nursing care with dementia ***would not*** meet the requirements of this assignment. Rather, the focus of the assignment will be on people who typically experience biases including people who experience social exclusion based on: race, ethnicity, age, ability, non-Christian religious affiliation, citizenship status, gender identity, and sexual orientation. Referring back to the example previous, an appropriate approach to the assignment would be to focus on older adults or people with disabilities.

Student groups will create a presentation for the class that covers three areas: 1) portrayals of identified social group in pop culture representations, 2) socio-demographic indicators of the identified group (who makes up this group? What does

SES look like? Other identities within this group? Health outcomes? And so on), and 3) What are some ways these portrayals impact this group? Why do you think they are portrayed this way?

Presentations may not be longer than 30 minutes to view. There should be a visual component (poster, Powerpoint, Prezi, etc.), and all images should include a description for accessibility. Visual representation should include the context that they were obtained (name of commercial/movie, topic of a billboard, artist, or physical location of art work). It may include pictures taken from your phone of visual representations that you observed in the community, images searched online, movies, etc. The last screen of the presentation will include a reference list of the articles used in the socio-demographic indicators section of the presentation.

Upon completing this assignment, students should have a better understanding of the ways in which our perceptions about historically underrepresented and marginalized groups are shaped and the ways that these perceptions maintain social power for some people at the exclusion of others, as well as ideas on how to engage with communities and clients to better support them.

As the groups are assigned, the learning groups should divide up who will do which part of each presentation. An example division; one person does prevalence and socio-demographic factors about their population, another speaks about portrayal in entertainment/advertisement, and the final person talks about how these messages impact and are operationalized to affect this group. This is completely open to interpretation and the interest areas of the group. After the presentation, each member of each group will rate themselves and other group members based on how much effort each person contributed to the project, so that if one group member winds up completing the majority of the project, they will be recognized for shouldering more of the responsibility.

Students may consider reviewing the website Presentation Zen (<http://www.presentationzen.com>) for ideas and guidelines for designing presentations.

***Final Project – 20%***  
**DUE – December 10<sup>th</sup> (Proposal: Nov 19th)**

The purpose of this project is for students to explore their own values, experiences, and biases and to better understand how their social location influences who they are and how they see the world.

You will select some of our class concepts/frameworks as a lens through which to engage an issue of social justice or the conditions of a marginalized population group (different than the one chosen for the group presentation). The final project assignment has two components: (1) proposal & (2) final project product. Each component has different due dates. The final project assignment is an individual assignment.

*Proposal (worth 20% of the final project's grade):*

You must submit a 2-page proposal of their final project (with 3-6 references). This proposal must address the type of format you will use for your final project and how it will address course concepts and theories.

*Final Product (worth 80% of the final project's grade):*

Students can choose one of several formats for your final project, including (1) TED talk (10-15 minutes); (2) podcast (10-15 minutes); or (3) an illustrated book/magazine with photographs and articles (at least 20 pages). Another format may be possible, but you must seek professor permission prior to the proposal.

Within your product, you should address yourself and your own len(es)/bias(es), why you chose this population/group, and concept(s) and/or framework(s) from the course you'd use to address the topic of oppression/marginalization. You should also include information about this population group (who are they, who makes up this group, any pertinent historical considerations, socio-economic factors), what marginalization looks like in the community, how the concepts/ framework(s) connect for action. Additionally, please address how social work can address this from micro, mezzo and/or macro perspectives. Introduction of the theoretical framework, Select the most pressing or significant concepts underlying the theme to introduce. Give clear explanations or operational definitions of terms (but don't overuse definitions). Give a clear rationale for why this theory is a strong approach to dissecting or addressing the problem or population issues identified. Provide examples of how specific aspects of the theory speak to or address the topic in concrete ways. Introduce the readers/watchers/listeners to a new way of thinking around the use of this theory in combination with this particular issue. Consider and discuss the role of social work as a field/profession and any relevant implications for practice and policy (at micro, mezzo and/or macro levels). The storytelling is clear and coherent. Each argument is convincing and uses evidence from the readings or outside sources to support positions. Consenting is engaging and communicates complex topics in a way that the general public can understand.

Feel free to quote others, include resources, etc. – make this a project that you would want to share within your own community/networks.

## ALTERNATIVE ASSIGNMENT:

In lieu of a final project with a product (see above), students can participate in the 6-week long social justice dialogue groups. There are two topic options; Mass Incarceration in the U.S. or The State of Immigration in the U.S. Each group meets for six two-hour sessions throughout the fall. To get credit, students must attend ALL six sessions AND write a 4-6 page reflection paper about their experience and how it connects to some of the concepts/frameworks discussed in class. This paper should be double spaced, Times New Roman or Arial, 12-point font, and turned in at the same time as the final project is due.

## Grading

a. 97-100 = A+	73-76.9= C
b. 93-96.9= A	70-72.9= C-
c. 90-92.9= A-	67-69.9= D+
d. 87-89.9= B+	63-66.9= D
e. 83-86.9= B	60-62.9= D-
f. 80-82.9= B-	
g. 77-79.9= C+	

"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.

## Inclusivity Policy

Social and economic justice is one of the key themes of social work practice, research, and education. We must encourage each other to critically examine issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. This class will engage us in a community of learning, through systematic exploration of knowledge about different levels and segments of society, theorizing about justice issues, and reflecting on ourselves in interaction with others. This requires developing a climate in the classroom in which we can learn from each other's different perspectives and experiences. These are not just intellectual tasks, but often generate strong emotions, and require us to surface and engage with our values and what may be tacit (not articulated) assumptions. Learning new ways of thinking can be very exciting and empowering, but we may also feel confused, anxious, overwhelmed, and even angry at different points in this process. These emotions usually are markers that you are being challenged and are learning, as long as they do not overwhelm you and we can navigate through them. It is important that we actively *listen* to each other about

how our words and actions are affecting one another and the learning environment, knowing the impact is more important than intent. I recognize that microaggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability status, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions. Please bring your best selves to our classroom space.

### **Electronics Policy**

Laptops and phones may be used for legitimate classroom purposes only such as the use of such as taking notes or looking up readings on Canvas. Email, Facebook, instant messaging, online shopping, surfing the Internet, and playing games are not considered legitimate classroom purposes. Such use is distracting to those seated around you, and if I see you using your computer for these purposes, I may ask you to turn off your computer and take notes by hand.

### **Accommodations for students with disabilities**

If you need an accommodation for a disability, please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. If you chose to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 7633000 or go to <https://ssd.umich.edu/>.

### **Health and Wellness Services**

Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to visit the [SSW Health and Wellness website](#) regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling.

### **Dependent Care Resources**

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

### **Religious Observances**

Please notify me if religious observances conflict with class attendance, community participation or due dates for assignments so that we can make appropriate arrangements.

### **Student Code of Academic and Professional Conduct**

All students should be familiar with the Student Code for Academic and Professional Conduct (<https://ssw.umich.edu/msw-student-guide>) which holds our students to the highest standards of academic and professional conduct. Unacceptable academic behavior refers to actions or behaviors that are contrary to maintaining the highest standards in course work and includes such actions as cheating, plagiarism, falsification of data, aiding and abetting dishonesty and impairment. Any suspected situations of academic misconduct will be discussed with the student and then reported to the Associate Dean for Academic Programs. .

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*