1. Course Statement

a. Course description
The seminar examines health disparities and inequities as reflected in: higher incidence or prevalence of disease (e.g., earlier onset or more aggressive progression), premature or excessive mortality from specific conditions, higher global burden of disease (e.g., disability adjusted life years), poorer health behaviors and clinical outcomes, and worse outcomes on validated self-reported measures (e.g., daily functioning or conditions-specific symptoms). The seminar aims to develop a rigorous critical analysis of health disparities and inequities and the potentials and limitations of different approaches to addressing them (e.g., behavioral strategies, community change, and policy interventions). Weekly seminar activities focus on discussion, critique and analysis (theory, content and methods) of readings and media on racial and ethnic health disparities/inequities. Readings and media include a variety of disciplinary and professional frameworks and perspectives (e.g., epidemiology, sociology, urban planning).

b. Course content
The seminar examines health disparities and inequities as reflected in: higher incidence or prevalence of disease (e.g., earlier onset or more aggressive progression), premature or excessive mortality from specific conditions, higher global burden of disease (e.g., disability adjusted life years), poorer health behaviors and clinical outcomes, and worse outcomes on validated self-reported measures (e.g., daily functioning or conditions-specific symptoms). The seminar aims to develop a rigorous critical analysis of health disparities and inequities and the potentials and limitations of different approaches to addressing them (e.g., behavioral strategies, community change, and policy interventions). Weekly seminar activities focus on discussion, critique and analysis (theory, content and methods) of readings and media on racial and ethnic health disparities/inequities. Readings and media include a variety of disciplinary and professional frameworks and perspectives (e.g., epidemiology, sociology, urban planning).

c. Course objectives and competencies
This graduate level seminar focuses on racial/ethnic health disparities and inequities, including:
1) Understanding and defining health disparities and health inequities and ethical and professional imperatives for addressing them,
2) The nature and form of racial/ethnic health disparities/inequities (acute, chronic, mental and physical) affecting diverse groups in the United States,
3) Understand how U.S. socio-historical narratives (White supremacy/racism, colonization, capitalism, and sexism) and policies and events (Chinese Exclusion Act, Jim Crow Laws, Indian Removal Act, forced sterilization, immigration bans) contribute to the development and maintenance of health and social inequities
4) The roles of social, cultural and societal factors (historical events, policy, laws) associated with the development and maintenance of health disparities/inequities,
5) Reviews and critiques of current explanatory models and frameworks (behavioral and lifestyle, cultural and assimilation models, Weathering, structural, social determinants of health, fundamental cause theory, systems perspectives) for understanding health disparities/inequities
6) Factors associated with the development and impact of health disparities across the life course (e.g., cumulative risks/disadvantage, cumulative advantage),
7) Review specific categories of health disparities/inequities within designated racial and ethnic groups in the U.S.,
8) Discussion of the type and adequacy of data sources (e.g., use of pan-ethnic categories vs. disaggregation of data representing constituent ethnic groups),
9) Exploring how intersectional perspectives, Critical Race Theory, diminished returns perspectives, and racialization processes, inform discussions of health disparities/inequities and their impact,
10) Discuss individual, interpersonal, community, cultural, and spiritual/religious factors, processes and practices that foster resiliency, enhance well-being and protect health outcomes,
11) Review research and programmatic initiatives focused on accessing and enhancing personal, social, and cultural resources, assets and strengths that reduce/ameliorate health disparities/inequities
12) Review practice evidence for individual, family, community, structural and policy approaches to reducing health disparities and developing health equity.

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. The Following CSWE Competencies are a specific focus in this course and are incorporated in class assignments. See link to Educational Policy and Accreditation Standards http://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

Competency 1: Demonstrate Ethical and Professional Behavior
A. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
B. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Competency 2: Engage Diversity and Difference in Practice
A. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
B. Present themselves as learners and engage clients and constituencies as experts of their own experiences;
C. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
A. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
B. Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice
A. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
B. Use and translate research evidence to inform and improve practice, policy, and service delivery.
Competency 5: Engage in Policy Practice
A. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
B. Assess how social welfare and economic policies impact the delivery of and access to social services
C. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
A. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
B. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
A. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

d. Course design
This course provides a context within which participants can critically and actively explore a broad range of perspectives and information concerning the nature of families in the U.S. As part of your professional socialization and development, the course provides you directed opportunities to develop your skills in the areas of critical thinking and writing. In order to accomplish this, we attempt to establish an environment for active and thoughtful participation in discussions and class presentations. Further, it is expected that written assignments reflect the standards of critical analysis and will be evaluated and graded accordingly. Each person must commit to participating in the course in an active manner and define specific goals for their own professional development. Along with an emphasis on family diversity, the course will address the concepts of: 1) family demography, 2) family intervention modalities, 3) the role of different professions in providing for the conditions that support the health and well-being of families, 4) critical thinking and writing about the family, and 5) family health policy and the impacts of other types of social and economic policies on family health.

e. Curricular themes
Multiculturalism and Diversity will be addressed throughout this course and will be highlighted in content related to differences within and across racial and ethnic groups in strengths and risks for experiencing health disparities/inequities. Cultural differences in health beliefs and health behavior and the role of protective factors and social support in health status and disease outcomes will be examined. Key diversity dimensions (economic, ability status, race/ethnicity, immigration status, sexual orientation) will be examined in relation to the processes and mechanisms that produce health disparities and inequities.

Social Justice and Social Change will be addressed in content on differences in disparities in health behaviors, mortality and morbidity status, and access and barriers to care for individuals, families and communities of different social, cultural and economic subgroups.

Promotion, Prevention, Treatment, and Rehabilitation will be addressed through content on concepts and definitions of health and disease, theories and models of health behavior, and stress, coping, and adaptation as they relate to health and disease within individuals and families across the life span.

Behavioral and Social Science Research will be presented throughout the course and will include research evidence regarding health disparities/inequities from social work, epidemiology, demography, medical sociology, health psychology, medical anthropology, public health, medicine, nursing, and health services research.
f. Relationship to social work ethics and values
This course will address ethical and value issues related to behavioral, psychological, social, and ecological aspects of the health of individuals, families and communities of diverse racial and ethnic backgrounds. The NASW Code of Ethics will be used to inform practice in this area. Special emphasis will be placed on issues related to understanding the health of individuals within intergenerational family contexts and the social worker's responsibility to promote the general welfare of society. In addition, ethical issues related to working with various client family systems will be reviewed, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, interruption of services, and termination.

g. Intensive focus on PODS
This class integrates PODS content and skills with a special emphasis on the identification of theories, practice and policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. PODS content and skills will be applied in relation to individuals, families and across diverse communities. A variety of instructional methods will be used to facilitate PODS learning. 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.

2. Class Requirements
Materials for the class include journal articles, newspaper and online articles, short videos and films.
- This is a reading-intensive course. The breadth of the theoretical, research and practice literatures on racial and ethnic health disparities/inequities is extensive. Selected readings and media provide foundational information concerning the nature, form and dynamics of health disparities/inequities across diverse populations, as well as substantive content areas and issues that are pivotal for understanding disparities/inequities within diverse contexts and perspectives (i.e., social, economic, racial/ethnic, political, historical, community).

- To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.

- All course articles/chapters and resources are available on the Canvas website located in a folder labeled “Course Readings and Media” and organized by class week. Digital media material (videos and podcasts) is noted by 🎬

- Required readings will be discussed/debriefed in class using student-prepared reading reflections.

- Additional resources, texts, readings, or web pages that are integral to the course will be posted on the Canvas site. Readings for the course represent only a small sample of the information that is available to academic, practice and lay audiences.
# Class Schedule, Course Topics and Readings

Course content is organized in three major sections: 1) introduction, sociohistorical background and narratives, 2) health disparities/inequities within "racial" and ethnic groups, and 3) intersectional perspectives, interventions and protective factors. Rather than viewing these course content areas as separate, we examine the interconnections between these areas and focus on how they collectively assist us in understanding the origins, nature and processes associated with health disparities/inequities and how to effectively address and dismantle them.

## Part I: Introduction, Socio-Historical Background and Narratives

### January 8: Introduction and Course Overview

**Session Focus:** Introduction to health disparities/health inequities; "Deconstructing the Syllabus"; course ground rules and logistics; course DEI focus and content; participant introductions and interests

**Required Readings:**

**In Class:** Ibram X. Kendi: Stamped from the Beginning. [https://vimeo.com/206552231](https://vimeo.com/206552231)

### January 15: Historical Background for U.S. Race/Ethnicity Categories; Creating Health Disparities/Inequities

**Session Focus:** Creation of race and ethnicity categories; Racialization and "Othering" processes; Critical Theory approaches; Strengths and limitations of available data on race/ethnicity; white supremacy/racism, colonization, capitalism, sexism, hetero- and cis-normativity

**Required Readings/Media:**

**Recommended Reading:**

**In Class:** Race: The Power of an Illusion "The Stories We Tell"
January 22: Ethics and Social Justice  
**Session Focus:** Ethical and social justice mandates for health disparity/inequity practice and research

**Required Readings:**  

**In Class:** Flint’s Deadly Waters [link](https://www.pbs.org/wgbh/frontline/film/flints-deadly-water/)  

**Recommended reading:**  

**January 29: Review/Critique of Explanatory Models and Frameworks; Life Course Perspective**  
**Session Focus:** Life course health development and health disparities (cumulative advantage and disadvantage, weathering, critical periods); Social Ecological Model; Social Determinants of Health (SDOH); Structural racism and "racialized" life circumstances; Behaviors/lifestyle, cultural, psychosocial and structural frameworks

**Required Readings:**  
Life course theory: Key principles and concepts. Marriage and Family Encyclopedia [link](https://family.jrank.org/pages/1072/Life-Course-Theory-Key-Principles-Concepts.html)


**In Class:** Race: The Power of an Illusion “The House We Live In” [link](https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick)


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**PART II: HEALTH DISPARITIES/INEQUITIES WITHIN “RACIAL” AND ETHNIC GROUPS**

**February 5: Black Americans African Americans; Caribbean Blacks; African diaspora**  
**Session Focus:** Understanding within group variability in the Black population in the U.S.; Limitations of pan-ethnic and pan-nationality categorizations in health research and practice

**Required Readings:**  


**Recommended reading:**


**February 12: Asian Americans (East Asian; South Asian; South East Asian)**

**Session Focus:** Understanding within group variability in the Asian population groups in the U.S.; Limitations of pan-ethnic categories for health research and practice

**Required Readings:**


**Recommended reading:**


**February 19: Indigenous Americans (Native Americans/American Indian; Native Alaskans; Native Hawaiians and Other Pacific Islanders)**

**Session Focus**

Understanding within group variability in the Indigenous population groups in the U.S.; Limitations of pan-ethnic and pan-tribal categorizations in health research and practice

**Required Readings:**


Els, Jessica et al. (2019). Sources of Stress Among Midwest American Indian Adults with Type 2 Diabetes. *American Indian and Alaska Native Mental Health Research (Online)*, 26(1), 33-62.

**In Class: Unspoken: America’s Native American Boarding Schools**

**Recommended reading:**


**February 26: Hispanic Americans/Latinx (Mexico and Central America; South America; Caribbean region)**

**Session Focus:** Understanding within group variability among Latinx population groups in the U.S.; Limitations of pan-ethnic and pan-nationality categorizations in health research and practice

**Required Readings:**

**Recommended reading:**

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**MARCH 4 WINTER BREAK**

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**March 4: Middle Eastern and North Africa (MENA) Arab Americans**

**Session Focus:** Understanding sources of within group variability in MENA and Arab American population groups in the U.S. Limitations of pan-ethnic and pan-nationality categorizations in health research and practice

**Required Readings:**

**Recommended reading:**

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**March 11: Immigrants and Refugees; Citizenship as a Social Determinant of Health**

**Session Focus:** Overview and historical background of U.S. policies relating to immigration and refugee status Psychological, social and structural impacts of citizenship status on health

**Required Readings:**
Staples, B. (October 2019). *How Italians Became White*. NYTimes

**Recommended reading:**
Targeting Mexican Mixed-Status Families. *Sociology Compass*, 10(8), 706-717.

**March 18: Non-Hispanic Whites**

**Session Focus:** Whiteness' as the unmarked 'racial' category and its implications for health research; "Deaths of Despair" among whites and explanatory frameworks; Limitations of pan-ethnic and pan-nationality categorizations of whiteness

**Required Readings:**

**Recommended reading:**

**INTERSECTIONAL PERSPECTIVES, INTERVENTIONS AND PROTECTIVE FACTORS**

**March 25:**

**Session Focus:**
Differential health outcomes associated with intersectional statuses and identities; Racial and ethnic minorities' 'diminished returns on investments'

**Required Readings:**

**Recommended reading:**

**April 1: Individual/Behavioral, Family and School Interventions and Health Protective Factors**

**Session Focus:** Review and critique frameworks for explaining race and ethnic health disparities; Assessment of empirical literature on individual, interpersonal, family and school interventions

**Required Readings:**
April 8: Community, Structural, and Policy Interventions and Health Protective Factors

Session Focus: Review and critique frameworks for explaining race and ethnic health disparities; Assessment of empirical literature on macro interventions

Required Readings:

Recommended reading:

April 15: Presentations of Culminating Synthesis and Analysis Assignment

Assignments
Class participants complete several assignments on topics that are focused on understanding the origin and nature of health disparities/inequities. In order to facilitate the integration and application of social work knowledge, values, and skills to practice situations, all assignments are intentionally linked to social work competencies. Instructions and grading criteria will be posted on the Canvas website. Assignments are due on a specified date/time during the term. Written assignments can be posted to Canvas early, but NLT their posted due time and date. Incomplete grades are assigned only through negotiation with me and must occur 2 weeks before the assignment's due date. Unless an extension contract has been arranged, any assignment that is not completed on the due dates will have points deducted.

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Description</th>
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<tr>
<td><strong>Participation, preparation and engagement in class activities</strong>&lt;br&gt;Ongoing throughout the semester.&lt;br&gt;Percent of overall grade: 10%</td>
<td>Participation in discussion and class activities are opportunities to practice public speaking and persuasive skills, as well as the ability to listen effectively and contribute to the efforts of the group.</td>
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<td><strong>5 Structured Reading Reflections and Analysis</strong>&lt;br&gt;Submit PDF to Canvas course site NLT 5pm Tuesday for the selected week.&lt;br&gt;Everyone is required to complete the Reflection/Analysis for January 29th&lt;br&gt;Percent of overall grade: 20%</td>
<td>The Reading Reflection/Analysis assignment is meant to: 1) facilitate your understanding of the theories, frameworks, terms, concepts and research findings, 2) encourage active incorporation of this material within the context of your prior knowledge and experiences, 3) connect reading content to professional practices and competencies, and 4) serve as a stimulus for class discussions.</td>
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<tr>
<td><strong>Positionality Statement, Learning Goals &amp; Professional Inventory</strong>&lt;br&gt;Submit PDF to Canvas course site NLT 11:59pm Friday February 7th</td>
<td>This reflection assignment incorporates participants’ knowledge and perspectives and personal and professional identities in relation to health disparities/inequities affecting various population groups. Participants are asked to consider their social positions,</td>
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<tr>
<td>Course Assignments</td>
<td>Description</td>
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<tr>
<td>Percent of overall grade: 10%</td>
<td>identities, privileges and stakeholder status(es) in relation to racial and ethnic health disparities and critical reflection on and application of Social Work competencies, ethics and values in relation to professional social work roles.</td>
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<tr>
<td>Class Facilitation/Discussion</td>
<td>All participants will lead/facilitate a class discussion based on topic for a designated week during the semester. Specific assignment guidelines will be provided.</td>
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<tr>
<td>For an assigned Wednesday session.</td>
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<td>Percent of overall grade: 25%</td>
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<tr>
<td>Culminating Synthesis and Analysis Assignment</td>
<td>Participants are required to analyze and synthesize information concerning a specific health disparity/inequity, identify a population group affected by that health disparity, and discuss specific strategies (at the individual, family, community, organizational, societal and/or policy levels) to address the health disparity. The format for this assignment is a Health Disparity/Equity Brief. Specific instructions for this assignment will be provided.</td>
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<tr>
<td>Submit PDF to Canvas course site NLT 11:59pm Sunday April 19th</td>
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<td>Percent of overall grade: 35%</td>
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**Attendance and class participation**

The course meets once a week on Wednesdays from 2-5. The class format includes lectures and class discussions based on assigned readings and small group activities and exercises. Students are responsible for being active participants and are expected to introduce relevant issues and engage in critical discussion of topics that are the focus of each class. Participants will present and engage in critical discussion of their own emergent practice and/or research interests and approaches. It's my aspiration that we come together as co-learners and participants and together develop an intentional co-learning and collaborative environment for sharing our current understandings and knowledge of the content area and gaining new knowledge and perspectives on families and health and our roles as health professionals. Regular attendance and participation in discussions of the readings, speaker presentations, and group activities are required. You are expected to attend and be prepared to take part in each class session.

<table>
<thead>
<tr>
<th>Points</th>
<th>Class Participation and Grading Criteria</th>
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<tbody>
<tr>
<td>10-8</td>
<td>Regularly makes helpful, relevant contributions and observations to class discussions that challenge/encourage other participants to think about the material in new ways. Actively participates in small-group discussions. Actively attends to lectures and discussions. Attends regularly and consistently demonstrates that she/he has read the assigned material.</td>
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<tr>
<td>7-5</td>
<td>Often makes helpful, relevant contributions to class discussions. Actively participates in small-group discussions. Actively pays attention lectures and discussions. Attends class regularly and shows up on time. Demonstrates that she/he has read the assigned material.</td>
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<tr>
<td>4-2</td>
<td>Occasionally contributes to class discussions. Participates to some extent in small-group discussions. Is attentive to lectures and discussions. Attends class regularly and demonstrates that she/he has usually read the assigned material.</td>
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<tr>
<td>1-0</td>
<td>Rarely contributes to or is prepared for small-group discussions. Does not attend regularly or is often tardy. Inattentive to lectures and discussions and has not read the assigned material.</td>
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</table>

As adult learners, I expect you to take responsibility for your learning and to make appropriate decisions about being prepared for and attending class sessions. Please notify me as soon as possible if you must miss a class. It is your responsibility to obtain materials, handouts, or class notes from a classmate if you are unable to attend class. Missing three unexcused classes will reduce your final grade by a ½ grade.
(e.g., A will be reduced to an A–); each additional absence will reduce your final grade an additional half grade. Please be aware of the disruptive nature of coming to class late. If you are delayed, enter the classroom as quietly as possible. Observance of religious holidays, participation in professional conferences and training sessions, and incapacitating or contagious illnesses (influenza) are considered excused absences. Please see the SSW Policy on Class Attendance.

Grading
Both content and format will be considered in evaluating written assignments. Content is more heavily weighted in grade assignment, however adhering to assignment format and professional presentation are also important. Each assignment carries a specific number of potential points and will be evaluated by rubric. Determination of the overall course grade is based on the total points earned from written assignments and class participation.

A or A- Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. Differences are based on the degree to which these skills are demonstrated.
B+ Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.
B Mastery of subject content at level of expected competency – meets course expectations
B- Less than adequate competency but demonstrates student learning and potential for mastery of subject content.
C+, C or C- Demonstrates a minimal understanding of subject content. Significant areas need improvement to meet course requirements.
E Assignment fails to demonstrate minimal understanding of subject content.

Writing skills and expectations
Strong writing and communication skills are essential to students' academic success and professional career. You must use the professional literature to support your presentation of material. You need to use multiple sources and synthesize them. Do not rely on direct quotations from your sources; instead summarize them in your own words. You may find it useful to have someone who is unfamiliar with your topic read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader.

The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.
For more information or to schedule an appointment, contact:
SSW Writing Assistance
Career Services (Room 1696)
1080 S University Ave.
Phone: (734) 763-6259
Email: ssw-cso@umich.edu

Online Writing Resources http://owl.english.purdue.edu/workshops/hypertext/apa/index.html

Student conduct, academic integrity and plagiarism
The conduct of a student registered or taking courses offered by the School of Social Work should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students.
Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct. Plagiarism – not referencing another's words or ideas – is a violation of academic integrity and will be grounds for failure on an assignment. In addition, papers that are completed for another course are not acceptable and will be assigned 0 points.

Additional School and University policies, information and resources are available here: [https://ssw.umich.edu/standard-policies-information-resources](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

**ADMINISTRATIVE ISSUES**

Offices and Office Hours and Communication

I maintain two offices—one at the School of Public Health (2867SPH I) and the other at the School of Social Work on South University (3794 SSWB). I am generally available for late morning and early afternoon meetings on Wednesdays at the SSW and afternoons on Thursdays at the SPH. If you wish to schedule a meeting with me during those days, please send an email requesting an appointment. However, if you are not able to meet on those days, we can arrange a day/time to meet. I am most readily accessible via email (chatters@umich.edu). I attempt to respond to emails in a timely manner. In order to respond more effectively to your requests, make your emails explicit and clear in identifying who you are (email addresses are often cryptic) and indicating the nature of your inquiry and/or request.

Laptops, Phones, Pagers and Other Electronic Devices

This class includes lecture, interactive activities and discussion. Students are asked to refrain from using electronic devices in order to promote a more engaged classroom environment. The use of laptops, tablets, and cell phones is not permitted in the classroom unless directly relevant to class activities. In consideration of your classmates, and due to their disruptive nature, I request that all telephones and pagers are turned off while you are in class. This is your time and I want you to be able to protect it. If you are required to carry a pager, please set it to vibrate only.


**Personal and Academic Well-Being and Wellness Resources**

SPH Wellness Resources [https://sph.umich.edu/student-life/wellness.html](https://sph.umich.edu/student-life/wellness.html)

SSW Wellness Resources [https://ssw.umich.edu/student-life/health-safety](https://ssw.umich.edu/student-life/health-safety)

Students are encouraged to contact the University's office for Counseling and Psychological Services (CAPS; [http://www.umich.edu/~caps](http://www.umich.edu/~caps)) and the University Health Services (www.uhs.umich.edu) for a range of services to help meet students' physical, psychological, and emotional well-being needs.
DIVERSITY, EQUITY AND INCLUSION AND CLASSROOM CLIMATE
Building Justice, Equity and Inclusion in the Course, because Justice, equity and inclusion don't just happen. In this class, we recognize the historical and contemporary expressions of social discrimination globally and locally and seek to promote and extend opportunities for members of all groups that experience such marginalization. We commit to developing the institutional and classroom mechanisms and norms necessary to promote the values of justice, diversity, equity, and inclusion, both inside and outside the classroom.

Diversity, Equity, and Inclusion Statement
The University of Michigan School of Public Health. The University of Michigan School of Social Work seek to create and disseminate knowledge with the aim of preventing disease and promoting the health of populations worldwide. We recognize the histories of social discrimination globally and seek to promote and extend opportunities for members of all groups that historically have been marginalized. We commit to developing the institutional mechanisms and norms necessary to promote the values of diversity, equity, and inclusion, both inside and outside our classrooms. To this end, we uphold expectations that all courses will (1) be inclusive, (2) promote brave discussions, (3) follow multicultural ground rules and (4) abide by UM policies and procedures.

- Inclusive courses, are those in which teachers and learners co-create and co-sustain environments that support and encourage all members to participate equitably. See http://crft.umich.edu/multicultural-teaching/inclusive-teaching-strategies
- Multicultural ground rules acknowledge diverse experiences in the classroom and offer strategies for holding one another appropriately accountable. See examples from the UM Program on Intergroup Relations and others at: http://ncdd.org/rc/item/1505
- UM policies and procedures can be found at http://diversity.umich.edu with additional resources and instructions for reporting discrimination at https://sph.umich.edu/diversity-equity-inclusion/resources.html.

Class Norms and Behaviors
MICHIGAN STATEMENT ON CIVILITY
The University of Michigan is a leader in education, research, and patient care. To sustain that leadership, we promote a healthy social and emotional work culture. We value all members of our community, and we know that a civil and considerate environment is integral to the health and well-being of students, faculty, and staff. The purpose of this statement is to foster good relationships throughout the University community.
We aspire to treat each other well, by adopting the following attitudes and behaviors:
- Choose kindness. Always treat each other with consideration and respect, whether in person, on the phone, over email, or on social media.
- Think the best. Assume we are all trying to do the right thing. Put yourself in the other person's shoes, and be flexible and patient with others.
- Act in a supportive way. Encourage each other. Acknowledge each other's contributions, and lend a hand when others need help. Be inclusive and welcoming.
MULTICULTURAL GROUND RULES From The UM Program on Intergroup Relations (IGR)
1. Our primary commitment is to learn from each other, from course materials and from our work. We acknowledge differences amongst us in backgrounds, skills, interests, values, scholarly orientations and experience.
2. We acknowledge that sexism, classism, racism, heterosexism, and other forms of discrimination (religion, age, ability, language, education, size, geographic location etc.) exist and may surface from time to time.
3. We acknowledge that one of the meanings of sexism, classism, racism is that we have been systematically taught misinformation about our own group and members of devalued groups. The same is true about elitism and other forms of prejudice or bias -we are taught misinformation about others and ourselves.
4. We will try not to blame people for the misinformation we have learned. However, we hold each other responsible for not repeating misinformation or offensive behavior after we have learned otherwise.
5. Victims should not be blamed for their oppression.
6. We assume that people are always doing the best they can, both to learn the material and to behave in non-biased and multiculturally productive ways.
7. We will share information about our groups with other members of the class, and will not demean, devalue, or "put down" people for their experiences or lack of experiences.
8. We will actively pursue opportunities to learn about our own groups and those of other groups, yet not enter or invade others' privacy when unwanted.
9. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit individual development, group progress and cooperation and group gain.
10. We want to create a safe atmosphere for open discussion. Members of the class may wish to make a comment verbally or in an assignment that they do not want repeated outside the classroom. Therefore, the instructor and participants will agree not to repeat the remarks outside the session that links a person with his/her identity.
11. We will challenge the idea or the practice, but not the person.
12. We will speak our discomfort.
13. Are there other ground rules that the class would like to add...?

SENSITIVE CONTENT This course deals with family-related content that may be challenging and sensitive for class participants. Assignments and class activities require that we examine our own family(ies) of origin, creation and/or choice as part of our work in critically analyzing families and our personal assumptions and experiences. I regard any information contained in assignments as strictly confidential and it will not be shared or discussed with anyone. Personal information shared during class sessions is similarly regarded as confidential unless otherwise indicated. Each participant should understand and respect their own personal boundaries and comfort level concerning the information that they choose or decline to share in assignments and class sessions.

Accommodations for Students with Disabilities
If you think you need an accommodation for a disability, please let me know early in the term. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734-763-3000; http://ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

Religious Holidays and Academic Conflicts
From the Provost's Office: Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to
help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the provost.