



8/29/2020

Course title:	Diversity and Social Justice in Social Work	
Course #/term:	SSW504, Section 001, Fall, 2020	
Time and place:	Mondays, Online course; Synchronous meeting, 6:30-8PM, On Zoom	
Credit hours:	3	
Prerequisites:	None	
Instructor:	Lynn Videka	
Dialogue Group Cofacilitator:	Brittney Williams (bmarie@umich.edu) will co-lead the dialogue group	
Pronouns:	LV: She, her, hers BW: She, her, hers	
Contact info:	Email: lvideka@umich.edu	Phone: 347-387-2435 (cell)
	You can expect a response within 24 hours; let me know if it is urgent; email is my preferred method of contact	
Office:	2840 SSWB	
Office hours:	Monday's 5-6 PM by phone or Zoom, and by appointment	

"We acknowledge that The University of Michigan, named for Michigami, the world's largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are the Ojibwe, Odawa, and Potawatomi along with their neighbors the Seneca, Delaware, Shawnee and Wyandot nations."

1. Course Statement

1.a Course description

This required essentials course is designed to increase students' awareness, knowledge, and critical skills related to diversity, human rights, social and economic justice. The course focuses heavily on engaging diversity and differences in social work practice and advancing human rights and social and economic justice, through understanding power and oppression across micro, mezo, and macro levels. 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 self-reflexivity and developing skills in critical contextual thinking and analyses, as well as learning to use knowledge and theory to recognize critique, and engage

underlying assumptions, and inform working for change. Multiple kinds of understanding are especially important—across groups, between organizations and system levels, and within and between people, related to intersecting social locations.

1.b Course objectives and competencies

- Understand and apply a strengths-based practice approach (Essential 1; EPAS 7)
- Understand social determinants of health (Essential 5; EPAS 7)
- Understand historical context and its current applications within the profession and practice (Essential 6, EPAS 7)
- Demonstrate empathy and cultural humility to effectively engage diverse clients and constituencies (Essential 11; EPAS 6)
- Demonstrate active listening (Essential 13; EPAS 6)
- Recognize and address power dynamics; ensure voices are included (Essential 14; EPAS 6)
- Understand the methods of engagement, assessment and intervention with diverse clients and constituencies to advance practice effectiveness (Essential 15; EPAS 2, 6, 7, 8)
- Critically evaluate and apply theory including theories of human behavior and the social environment to facilitate assessment, engagement, intervention and evaluation (Essential 22; EPAS 6, 7, 8, 9)
- Understand strategies to advocate for social, economic and environmental justice and change, while protecting human rights (Essential 29; EPAS 2, 3)
- Recognize the extent to which structures, policies and values may oppress, marginalize, alienate, create or enhance privilege and power (Essential 30; EPAS 1, 2, 5)
- Understand that every person, regardless of position in society has fundamental human rights such as freedom, safety, privacy and adequate standard of living, health care and education (Essential 32; EPAS 3)
- Understand the global interconnections of oppression and human right violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights (Essential 33; EPAS 3)
- Understand and be able to define your own positionalities and the importance of their intersections (Essential 38; EPAS 1, 2, 6)
- Understand and articulate the history and scope of social work practice and social welfare delivery systems and current applications within the profession (including inherent ambiguity) (Essential 39; EPAS 1, 5)
- Enhance emotional intelligence (Essential 42; EPAS 1)
- Develop skills for professional resiliency (Essential 43; EPAS 1)
- Understand frameworks of ethical decision making and how to apply critical thinking to those frameworks in practice, research and policy arena (Essential 44; EPAS 1, 5)
- Develop skills to facilitate dialogs on diversity and social justice.

1.c. 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, understand the historical origins of inequality, construct a framework for justice, and examine sources and impacts of their beliefs and perspectives. This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences, examining sources of power and

knowledge, and understanding more about identities. It involves lectures, video, discussion 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, principles of change towards justice, and social work interventions to reduce injustice at multiple system levels.

This course will focus on the social work Grand Challenge of Extreme Poverty as an ongoing problem focus to illustrate the history, critical theoretical perspectives, multi-systemic analysis of the causes and social work interventions at the micro, mezzo and macro levels to reduce economic inequality and to achieve social justice in society.

The course will be divided into 4 modules. Module 1 will focus on social identity, core concepts to understand diversity and social justice. Module 2 will focus the history of economic and other inequalities in the U.S. Module 3 will focus on critical theories

1.d. Course Relationship to P.O.D.S.

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice 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.

Specifically, this course centers entirely on engaging with, exploring, and better understanding PODS as related to social work practice on all levels. PODS is infused through this course and its assignments, which require self-reflection, group work with practice of skills learned, and application of key concepts to understand social justice issues and social work responses to the myriad of needs connected to PODS, both with clients/communities, and social workers themselves.

1.f. Policy on student recordings of classes

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified in advance that a recording will occur and be provided with an option to opt-out. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

Please reach out to ssw-adedpgm@umich.edu if you have any questions!

2. Class Requirements

2.a. Text and class materials

Edin, Kathryn J. and H. Luke Shaefer. (2015). **\$2.00 A Day: Living on Almost Nothing in America**. New York: Houghton Mifflin Harcourt.

This book should be read prior to the fourth class. We will be discussing it in the first 2-3 class sessions. (Available for purchase on your own in hardcover, kindle, paperback and Audible formats. Also available as an e-book at the U of M library; e-books may be checked out for up to 3 days).

Other readings and media to review will be posted on CANVAS in the assigned course module.

It will be essential for readings and media assignments to be completed before the synchronous portion of class since the dialog discussions each week will be based on the readings. I will ask you to post questions you want to discuss in the Discussion Board as part of your participation in the course.

a. Class schedule

Any schedule modifications or updates will be posted in the syllabus and in course modules at least one week in advance, except for emergencies. Be sure to check the syllabus and the module for each upcoming week. I recommend that you get into the following routine:

1. Prepare for class by reading, listening to podcasts and viewing videos in advance of the Monday class. I have tried to keep the class preparation reasonable in terms of amount. For the class to be successful and for you to learn it is important that you do these readings. Each week I will ask you to post the questions YOU want to discuss on the CANVAS discussion board.
2. Each week an asynchronous lecture will be available for you to view. Watch it at a time that is convenient for you, but **ideally before the Monday class day**. In the lectures I will highlight key points in the readings and I will supplement the required readings/videos/podcasts/web explorations with some of the optional references on the syllabus.
3. After you have prepared by reviewing the readings and media, and after you have viewed the asynchronous lecture, but before the Monday Discussion Dialogue, please post your questions or topics that you want to talk about in the Canvas Discussion Board.
4. We will meet **synchronously**, every Monday (except September 7th, Labor Day) at 6:30-8:00 PM (U.S. Eastern time) each Monday for a discussion dialogue. We are very fortunate to have an SSW alumna, Brittney Williams, join the class as a dialogue group co-leader. Brittney is a 2017 MSW graduate of Michigan Social Work. In the dialogue you will have a chance to discuss the readings and clarify your thinking, listen to very

different perspectives from other students and the group leaders, and to develop skills in addressing taboo topics in our society such as privilege, white fragility, racism and what social justice really means. In the group we are going to focus on learning about human differences and about privilege, oppression, diversity and social justice. This is the “PODS” that you will hear so much about in the School. Sometimes the dialogue conversations might be difficult and tense, but by listening with compassion, these can lead to a lot of learning about advancing social justice.

As you might know, an online course takes a lot of dedication and investment of time each week. This is important to your learning and, together, we will make and needed adjustments to make sure the volume of work is reasonable and helpful to your learning.

Date	Topic	Readings and Media *Indicates required readings and media Other readings/media are optional
MODULE 1 Before August 31	<u>ONLINE LECTURE</u> -Course overview -Identity and Social Work identity -Ethics and values -Global Human Rights	Readings before you listen to the lecture: * U.N. Universal Declaration of Human Rights * NASW Code of Ethics Human Rights Watch. World Report 2019: The United States United States Declaration of Independence Video: * Lynn Videka, Welcome to Students, 2018. https://youtu.be/uNLA4kqaalM (Tip: Watch the beginning of video to 27:32)
Aug. 31, 6:30-8 pm (On Zoom)	<u>DISCUSSION</u> <u>DIALOGUE:</u> -Introductions -Ice Breaker -Orientation to the Group	Readings Before the Dialogue: *Dessel, A., Rogge, M., & Garlington, S. (2006). Using Intergroup Dialogue to Promote Social Justice and Change. <i>Social Work</i> , 51(4), 303-315. Retrieved August 5, 2020, from www.jstor.org/stable/23721215 *Voting is Social Work (On Canvas), https://votingissocialwork.org/# . Be ready to discuss the following questions: 1. What is your reaction to orientation, especially the anti-racism session? 2. To what extent does the U.S. meet the standards of the U.N. Universal Declaration of Human Rights (UNUDHR)?

		<p>2. Compare the Declaration of Independence's statement of human rights versus the UNUDHR. How are they similar and different?</p> <p>3. How do the ethics of social work guide us with respect to diversity and social justice as we practice social work?</p> <p>4. Why are human rights important for social workers to understand? How does our work as social workers affect human rights?</p>
<p>MODULE 2 Before September 7</p>	<p><u>ONLINE LECTURE</u> -Poverty in the U.S. -Economic Equality VS Economic Sufficiency</p>	<p>Readings: *Lein, L., Romich, J.L., Sherraden, M. (2016). Reversing Extreme Inequality. <i>Grand Challenges for Social Work Initiative</i>, Working Paper # 6, https://grandchallengesforsocialwork.org/wp-content/uploads/2016/01/WP16-with-cover-2.pdf.</p> <p>*Scheffler, S. (2020). Is economic inequality really a problem? <i>New York Times</i>, July 1, 2020.</p> <p>Chaudry, R., Wimer, C., Macartney, S., Frolich, R., Campbell, C., Swenson, K., Ollerich, D., and Huan, S. (2016). <i>Poverty in the United States: 50 Year Trends and Safety Net Impacts</i>. Office of Human Services Policy, Office of the Assistant secretary for Planning and Evaluations, U.S Department of Health and Human Services.</p> <p>Assignment 1 Due Sept. 12, 2020: Who Am I? (See assignments, below)</p>
Sept. 7	LABOR DAY: NO DIALOGUE GROUP	
Sept. 12	Assignment 1 Due	Submit in Canvas, Assignment 1
<p>MODULE 3 By Sept. 14</p>	<p><u>ONLINE LECTURE</u> -The Roots of U.S. Inequality Lie in the History of the U.S.</p>	<p>Readings Before You View the Lecture: *The 1619 Project, The New York Times, August 14, 2019</p> <p>*Chapter 1. Imperialism, History, Writing, and Theory. In L. T. Smith (2012). <i>Decolonizing methodologies:</i></p>

	-The Building Blocks of Capitalism in America	<p><i>Research and Indigenous peoples</i> (pp. 20-43). New York: Zed Books.</p> <p>The Constitution of the United States</p> <p>Video: *The Mis-Education of Americans. Angela Davis, U-M 2020 Martin Luther King Lecture</p> <p>(tip: Skip the begiing of this video. Start video at: 24:45-30:00 for the "Mis-Education Skit," 30:00-31:47 for the Indigenous Land Recognition, 31:47- 53:00 for the Welcome, Thank you, and introduction of Angela Davis, Robert Sellers and Mark Schlissel and Jeryne Fish (UM Student)</p> <p>53:00-1:46:00 for Angela Davis' speech)</p>
Sept. 14 6:30-8 PM (On Zoom)	<u>DISCUSSION DIALOGUE</u>	<p>Read: *Suárez-Orozco, C, Casanova, S., Martin, M., Katsiaficas, D., Smith, N.A., and Dias, S.I. (2015). Toxic Rain in Class: Classroom Interpersonal Microaggressions. <i>Educational Researcher</i>, 44(3), 151-160.</p> <p>Questions for the Dialog:</p> <ol style="list-style-type: none"> 1. What did you learn about the history of income equality in the United States? 2. What did you learn about the historic impact of slavery in the United States? 3. How well educated were you about these topics before this class? What does mis-education mean? 4. How does your new learning affect how you 5. Who are Martin Luther King, Malcolm X, Harriett Tubman, Barack Obama? Why might you know who they are or NOT know who they are?
MODULE 4 By Sept. 21	<u>ONLINE LECTURE</u> -Poverty in the U.S.	<p>Readings: *Edin, Kathryn J. and H. Luke Shaefer. (2015). \$2.00 A Day: Living on Almost Nothing in America. New York: Houghton Mifflin Harcourt.</p> <p>*Reduce extreme economic inequality. (2018). Grand Challenges for Social Work, 2018 GC Fact Sheet No. 10, https://grandchallengesforsocialwork.org/wp-content/uploads/2015/12/180604-GC-econ-inequality.pdf</p>

		<p>Chaudry, A., Wimer, C., Macartney, S., Frolich, L., Campbell, C., Swenson, K., Ollerich, D., Hauan, S. (2016). <i>Poverty in the United States: 50 Year Trends and Safety Net Impacts</i>. Washington, D.C.: Office of Human Services Policy, Office of the Assistant Secretary for Planning and Evaluation, Department of Health and Human Services.</p> <p>Grand Challenges for Social Work: Vision, Mission, Domain, Guiding Principles, & Guideposts to Action, https://grandchallengesforsocialwork.org/wp-content/uploads/2019/09/GCSW-Principles-2-5-19.pdf.</p> <p>Podcast It's been another decade of income inequality in the U.S., National Public Radio, January 1,2020. https://www.npr.org/2020/01/01/792821171/income-inequality-amid-the-u-s-stock-market-boom.</p>
<p>Sept. 21 6:30-8:00PM On Zoom</p>	<p><u>DISCUSSION</u> <u>DIALOGUE</u></p>	<p>Guest speaker: Luke Shaefer Discussion of <i>Two Dollars a Day</i></p> <ol style="list-style-type: none"> 1. Why is extreme poverty a social work grand challenge? 2. What human rights are violated by patterns and processes of poverty in the U.S.? 3. After reading Chaudry et al and Sheffler, what questions do you have about the findings of \$2.00 a Day? <p>Begin Assignment 2: Take a critical perspective on a news story. Due October 2, 2020</p>

<p>MODULE 5 By September 28</p>	<p><u>ONLINE LECTURE</u> -Theoretical Tools Critical Thinking Critical Theory</p> <p>-Key Concepts: Implicit Bias Intersectionality Power Oppression Intergroup Dialog White Fragility</p>	<p>Readings: *Bell, D. (1995). Who's Afraid of Critical Race Theory?, <i>U. Ill. L. Rev.</i> 893 (1995).</p> <p>*Abrams, L. and Moio, J.A. (2009). Critical Race Theory and the Cultural Competence Dilemma in Social Work, <i>Journal of Social Work Education</i> , 45, 2, 245-261.</p> <p>Zuberi, T. (2000). <i>Thicker Than Blood: How Racial Statistics Lie</i>. Minneapolis: The University of Minnesota Press, Chapters: Preface and Chapter 1.</p> <p>Payne, M. (2014). Anti-oppressive and multicultural sensitivity approaches to practice, in Modern Social Work Theory, 4th Edition. Chicago: Lyceum Books, Inc.</p> <p>Video: *Frederick Douglass' Descendants Deliver His 4th of July Speech, NPR, https://www.npr.org/2020/07/03/884832594/video-frederick-douglass-descendants-read-his-fourth-of-july-speech</p>
<p>Sept. 28, 6:30-8PM</p>	<p><u>DISCUSSION</u> <u>DIALOGUE</u></p>	<p>Reading Before Dialog: *Davey Shlasko (2015). Using the Five Faces of Oppression to Teach About Interlocking Systems of Oppression, <i>Equity & Excellence in Education</i>, 48:3, 349-360, DOI:10.1080/10665684.2015.1057061</p> <ol style="list-style-type: none"> 1. What is the difference between cultural competency approaches to practice and critical theory? 2. What techniques can social workers use in clinical practice to assure racial justice?
<p>October 2, 2020</p>	<p>Assignment 2 Due</p>	<p>Submit on Canvas, Assignments</p>
<p>MODULE 6 By October 5th</p>	<p><u>ONLINE LECTURE</u> More on Intersectionality American Caste System</p>	<p>Readings: *Wilkerson, I. (2020). America's enduring caste system. <i>The New York Times</i>. July 1, 2020 (The Magazine Section), https://www.nytimes.com/2020/07/01/magazine/isabel</p>

	Sexism Ableism	<p>-wilkerson-caste.html?searchResultPosition=6, or https://www.nytimes.com/2020/07/01/magazine/isabel-wilkerson-caste.html?smid=em-share</p> <p>*A Black Marxist Scholar Wanted to Talk About Race. It Ignited a Fury. https://www.nytimes.com/2020/08/14/us/adolph-reed-controversy.html?referringSource=articleShare</p> <p>*TED Talk: The Imperative of Intersectionality</p> <p>Kendi, I.X.(2019). <i>How to be an Antiracist</i>. New York Penguin Random House. Chapters 12, 14 & 15.</p> <p>Marsiglia, F.F. and Kulis, S. (2009). Chapter 2. Cultural diversity, oppression, and action: A culturally-grounded paradigm. In F.F Marsiglia, & S. Kulis, (2009). <i>Diversity, oppression and change</i> (pp. 32-51). Chicago: Lyceum Books, Inc.</p> <p>Wilson, W.J. (2011). <i>The Declining Significance of Race</i>: Revisited and revised. <i>Daedalus: The Journal of the American Academy of Arts and Sciences</i>, 140 (2), 55-69.</p>
October 5, 2020 7:00-8:30PM On Zoom	<u>DISCUSSION</u> <u>DIALOGUE</u>	READINGS: *IGR Common participant reactions to social justice education
MODULE 7 By October 12, 2020	<u>ONLINE LECTURE</u> More on Intersectionality: -Gender Identity and Sexual Preference -Ableism -Religious Identity -Sexism	Readings: *Payne K., Niemi, L., Doris, J. (2018). <i>Scientific American: Behavior and Society Newsletter</i> , March 27, 2018, https://www.scientificamerican.com/article/how-to-think-about-implicit-bias/ . *Miller, J., Donner, S., and Fraser, E. Talking when talking is tough: Taking on conversations about races, sexual orientation, gender, class, and other aspects of social identity, <i>Smith College Studies in Social Work</i> , 74:2, 377-392, DOI: 10.1080/00377310409517722

		<p>Sánchez, R. (2006). Chapter 2, On a critical realist theory of identity, In <i>Identity Politics Reconsidered</i>. Edited by Moya, P. et al. New York: Macmillan Press.</p> <p>Assignment 3: Assess Your Implicit Biases Due October 23, 2020 Use this Website for Assignment 3: * https://implicit.harvard.edu/implicit/aboutus.html</p>
<p>October 12, 2020, 6:30-8PM-Zoom</p>	<p><u>DIALOGUE DISCUSSION</u></p>	<p>*Video: (Listen before Dialogue,) Ibram X. Kendi, <i>How to be an Antiracist</i>. Address at UC-Berkeley, September 12, 2019. https://belonging.berkeley.edu/video-ibram-x-kendi.</p>
<p>MODULE 8 By October 19, 2020</p>	<p><u>ONLINE LECTURE</u> Race, Health, & Socioeconomic Status part 1: COVID as a case study</p>	<p>Readings: *Case, A., and Deaton, A. (2020). Chapter 13, How American health care is undermining lives, In <i>Deaths of Despair and American Capitalism</i>. Princeton, NJ: Princeton University Press, p. 191-211.</p> <p>Bosman, J. and Greeson, B. (2020). 'Double challenge mode' in Flint, where virus follows water crisis. <i>The New York Times</i>, August 18, 2020, https://www.nytimes.com/interactive/2020/08/18/us/flint-coronavirus.html?campaign_id=9&emc=edit_nn_20200819&instance_id=21408&nl=the-morning&regi_id=27609535&section_index=2&section_name=four_more_big_stories&segment_id=36497&te=1&user_id=894bde0702908c2591e3ab0c4b7c7cd5.</p> <p>Websites (Explore these websites and be ready to discuss what you learned): *Centers for Disease Control and Prevention. (2020). <i>Health Equity Considerations and Racial and Ethnic Minority Groups</i>.</p>

		<p>https://www.cdc.gov/coronavirus/2019-ncov/community/health-equity/race-ethnicity.html.</p> <p>*Ford, T., Reber, S., and Reeves, R.V. (2020). Race gaps in COVID are even bigger than they appear. <i>Middle Class Memos Series</i>. Washington, DC: Brooking Institution. https://www.brookings.edu/blog/up-front/2020/06/16/race-gaps-in-covid-19-deaths-are-even-bigger-than-they-appear/.</p>
<p>October 19, 2020 6:30-8:00PM On Zoom</p>	<p><u>DISCUSSION</u> <u>DIALOGUE</u></p>	<p>Podcast *How does socioeconomic position affect our health? https://www.theguardian.com/science/audio/2017/nov/01/how-does-socioeconomic-position-affect-our-health-science-weekly-podcast</p>
<p>October 23, 2020</p>	<p>Assignment 3 Due</p>	<p>Submit on Canvas, Assignment 3</p>
<p>MODULE 9 By October 26, 2020</p>	<p><u>ONLINE LECTURE</u> Race, Health, & Socioeconomic Status part 2:</p>	<p>Readings: TBA</p> <p>Website: Begin Assignment 4: Grand Challenges Lightening Talk Due November 30</p>
<p>October 26, 2020, 7:00-8:30PM On Zoom</p>	<p><u>DIALOGUE</u> <u>DISCUSSION</u> <u>GROUP</u></p>	

<p>MODULE 10 By November 2, 2020</p>	<p><u>ONLINE LECTURE</u> Intersectionality of Education & Socioeconomic Status & Abilities Status</p>	<p>Readings:</p> <p>*Gamoran, A. (2015). The Future of Educational Inequality in the United States: What Went Wrong and How Can We Fix It? W.T. Grant Foundation, https://wtgrantfoundation.org/library/uploads/2015/11/The-Future-of-Educational-Inequality-Adam-Gamoran.pdf.</p> <p>*French, R. and Wilkinson, M. (2020). Education is a fundamental right, appeals court rules in Detroit case, <i>Bridge Magazine</i>, June 22, 2020. https://umich.instructure.com/courses/374736/files/section?preview=15459779&search_term=Education+is+a+Fundamental+Right.</p> <p>Fahle, E.M., Reardon, S.F., Kalogrides, D. <i>et al.</i> Racial Segregation and School Poverty in the United States, 1999–2016. <i>Race Soc Probl</i> 12, 42–56 (2020). https://doi.org/10.1007/s12552-019-09277-w. Or https://link.springer.com/article/10.1007/s12552-019-09277-w#citeas.</p> <p>Website:</p> <p>*Two States. Eight Textbooks. Two American Stories: American History Textbooks Can Differ Across The Country, In Ways That Are Shaded By Partisan Politics. https://www.nytimes.com/interactive/2020/01/12/us/tx-as-vs-california-history-textbooks.html?smid=tw-nytnational&smtyp=cur</p> <p>Michigan's 79 wealthiest school districts, based on 2018 Census data https://www.mlive.com/news/j66j-2020/01/35e5004f863043/michigans-79-wealthiest-school-districts-based-on-2018-census-data.html?utm_medium=social&utm_campaign=annarbornews_sf&utm_so</p> <p>How Long Must Students Work to Afford to Go to College? https://www.chronicle.com/article/How-Long-Must-Students-Work-to/247735</p>
<p>November 2, 2020, 6:30-8:00PM On Zoom</p>	<p><u>DISCUSSION</u> <u>DIALOGUE</u></p>	

<p>MODULE 11 BY NOVEMBER 9, 2020</p>	<p>ONLINE LECTURE Intersectionality of Education & Socioeconomic Status & Abilities Status (continued)</p>	<p>Readings *<i>The ADA at 30: Beyond the Law's Promise.</i> (2020). Special Series, <i>The New York Times</i>, https://www.nytimes.com/interactive/2020/us/disability-ADA-30-anniversary.html.</p> <p>*DeWolfe, K., Perry, M., Stohlmann-Rainey, J., & Collings, A. (2019). 28 Ways to Make the World Less Hostile to Mad, Neurodivergent, and Psychiatrically Disabled People. https://www.radicalabolitionist.org/radical-abolitionist/2019/2/15/26-ways-to-make-the-world-less-hostile-to-mad-neurodivergent-and-psychiatrically-disabled-people</p> <p>*Day, J. and Taylor, D. (2019). Do people with disabilities earn equal pay? U. S. Census Bureau. https://www.census.gov/library/stories/2019/03/do-people-with-disabilities-earn-equal-pay.html.</p> <p>Ross, M. and Batement, N. (2018). Only 4 out of 10 working-aged adults with disabilities are employed. Brookings, The Avenue, July 25, 2018, https://www.brookings.edu/blog/the-avenue/2018/07/25/only-four-out-of-ten-working-age-adults-with-disabilities-are-employed/.</p>
<p>November 9, 2020</p>	<p>DISCUSSION DIALOGUE</p>	

<p>MODULE 12 By November 16, 2020</p>	<p>ONLINE LECTURE -Housing Disparities & Discrimination -History of Income Inequality</p>	<p>Readings: *Quillian, L., Lee, J.J., and Honoré, B. (2020). Racial Discrimination in the U.S. Housing and Mortgage Markets: A Quantitative Review of Trends. <i>Race and Social Problems</i>, 12, 13-28. *Rugh, J.S. (2020) Why Black and Latino Home Ownership Matter to the Color Line and Multiracial Democracy, <i>Race and Social Problems</i>, 12, 57-76. *Thomas, J.R. (2020). How Wealthy Towns Keep People With Housing Vouchers Out, <i>The Connecticut Mirror</i>, Jan. 9. 2020. *Akers, J. and Seymour, A. (2019). The Eviction Machine: Neighborhood Instability and Blight in Detroit's Neighborhoods. <i>Working Paper Series</i>, Poverty Solutions, The University of Michigan. Slotnik, D.E. (2020). What happened when homeless men moved into a liberal neighborhood. <i>The New York Times</i>, August 19, 2020, https://www.nytimes.com/2020/08/18/nyregion/uws-homeless-hotels-nyc.html?campaign_id=44&emc=edit_ur_20200819&instance_id=21407&nl=new-york-today&regi_id=27609535&segment_id=36493&te=1&user_id=894bde0702908c2591e3ab0c4b7c7cd5. Videos: *Home Saves Your Life: Bill's Story https://vimeo.com/162403308 Why Cities are Still so Segregated: https://www.youtube.com/watch?v=O5FBJyqfoLM Podcasts: *Warner, M. Professor of City and Regional Planning, Cornell University. Zip Codes Matter: https://soundcloud.com/cornellcas/zip-codes-matter *Website: (READ THE STORY AND WATCH THE FILM) Long Island Divided https://projects.newsday.com/long-island/real-estate-agents-investigation/?fbclid=IwAR3_QrSA6gE9HCeHx0N3ptMF7ynuH_NyHfAW6SXNHxDJnCm5fDVTaTxYClc</p>
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		<p>The Weeds: Devaluing black assets https://www.stitcher.com/podcast/voxs-the-weeds/e/68177010</p>
<p>November 16, 2020, 7:00-8:30PM On Zoom</p>	<p><u>DISCUSSION</u> <u>DIALOGUE</u></p>	<p><u>SUGGESTED DIALOGUE QUESTIONS</u> Think about housing in the town where you grew up. As you think about it now, what differentiated who lived where? What were the consequences for families who lived in different parts of your home area?</p>
<p>MODULE 13 By November 23, 2020</p>	<p>Barriers for Immigrant and Undocumented Populations</p>	<p>Readings: *Garcia, M. (2020). Los New Yorkers: Essential and Underprotected in the Pandemic's Epicenter, <i>ProPublica</i>, May 2, 2020.</p> <p>Gogoi, P. (2020) Latinos Unemployment Hit A Record High From Coronavirus Job Losses, National Public Radio, May 10, 2020.</p> <p>Samaha, A. (2020). Smithfield Foods is blaming 'living circumstances in certain cultures' for one of America's largest COVID-19 clusters, <i>BuzzFeed News</i>, April 20, 2020.</p> <p>● Websites: *Garcia, J. (2020) Financial help for California's undocumented immigrants starts Monday <i>Cal Matters</i>, May 14, 2020. https://calmatters.org/california-divide/2020/05/financial-help-available-californias-undocumented-immigrants-monday/</p> <p>*Kaplan, E. (2020). What Isolation does to Undocumented Immigrants, <i>The Atlantic</i>, May 27, 2020. https://www.theatlantic.com/family/archive/2020/05/isolated-undocumented-immigrant/612130/</p> <p>'We're Ignored Completely.' Amid the Pandemic, Undocumented Immigrants Are Essential But</p>

		<p>Exposed: https://time.com/5823491/undocumented-immigrants-essential-coronavirus/</p> <p>Videos: *The hidden life of an Undocumented US Immigrant: https://www.youtube.com/watch?v=ZMITmOip3ig</p> <p>Between Borders: American Migrant Crisis Times Documentaries The New York Times https://www.youtube.com/watch?v=rxF0t-SMEXA</p> <p>Podcasts: *What Happens If Undocumented Immigrants Get Infected With Coronavirus?: https://www.npr.org/2020/03/29/823438906/what-happens-if-undocumented-immigrants-get-infected-with-coronavirus</p> <p>COVID without papers https://crooked.com/podcast/covid-without-papers/</p>
Nov. 23, 2020, 7:00-8:30PM On Zoom	<u>DISCUSSION DIALOGUE</u>	
MODULE 14 By November 30, 2020	<u>ONLINE LECTURE</u> -Reversing Extreme Inequality: -Financial Inclusion -LGBTQIA Marriage Equality	<p>Readings</p> <p>*Birkenmaier, J., Despard, M., Friedline, T., & Huang, J. (2019). Financial inclusion: The goal of financial access. <i>Encyclopedia of Social Work</i>. New York: Oxford University Press. https://oxfordre-com.proxy.lib.umich.edu/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-1331?print=pdf.</p> <p>*Henly, J., Jones, R., Lein, L., Romich, J., Shanks, T., Sherraden, M., and Tillotson, A. (2017) Reduce extreme economic inequality, In <i>Grand Challenges for Social Work and Society</i>, Ed. By R. Fong, J. Lubbin, and R.P.Barth.New York, Oxford University Press, Chapter 11.</p>

		<p>Huang, J., Sherraden, M. S., Despard, M., Rothwell, D., Friedline, T., Doran, J., Zurlo, K., Birkenmaier, J., Callahan, C., & McKinney, R. (2018). Financial capability for all. Oxford/NASW Press.</p> <p>*The Journey to Marriage Equality in the United States, Human Rights Campaign, https://www.hrc.org/our-work/stories/the-journey-to-marriage-equality-in-the-united-states.</p> <p><i>Marriage at the U.S. Supreme Court: A transformative moment for equality</i>, Human Rights Campaign.</p>
December 1, 2020	Assignment 4 Due:	Submit to Canvas, Assignments
MODULE 15 By December 7, 2020	<p>ONLINE LECTURE</p> <ul style="list-style-type: none"> -Reversing Extreme Inequality, Micro strategies, Macro strategies -Women's Right to Vote 	<p>Readings</p> <p>*Lein, L. Romich, J.L., Sherraden, M. (2016). <i>Reversing extreme Inequality</i></p> <p>*Kaloan, I. (2020). <i>Thomas Picketty goes global. The New Yorker, March 2, 2020.</i></p> <p>*Walker, D. (2020). <i>Are you willing to give up your privilege? New York Times, June 25, 2020.</i></p> <p>Finn J. and Jacobson, M. (2003). Just Practice: Steps Toward a New Social Work Paradigm. <i>Journal of Social Work Education</i>, 39(1) 57-78 .</p> <p>The Editorial Board of the <i>New York Times</i>, The 19th Amendment: An important milestone in an unfinished</p>

		<p>journey, August 15, 2020, https://www.nytimes.com/2020/08/15/opinion/19th-amendment-centennial-suffrage.html?referringSource=articleShare.</p> <p>*Harlan, J. et al., Suffrage at 100: A Visual History, <i>The New York Times</i>, August 17, 2020. https://www.nytimes.com/interactive/2020/08/17/us/suffrage-movement-photos-history.html?searchResultPosition=10</p>
December 7, 20-20 ,	<u>DIALOGUE</u> <u>DISCUSSION</u>	Begin Assignment 5: How the Course Shaped your Development as a Social Worker
December 14, 2020	Assignment 5 Due	Submit to Canvas, Assignment 5

2.c. Assignments

Assignments	Due dates	Percent of overall grade
Class Participation See Section d., below	Every Week -Complete Readings -Pose Questions for Dialogue on certain weeks -Participate in Dialogue	20%
Assignment 1: Who Am I?	Due Sept. 12, 2020 Submit assignment to Canvas	10%
Assignment 2: Take a Critical Perspective on a News Story	Due: October 2, 2020 Submit Assignment to Canvas	15%

Assignments	Due dates	Percent of overall grade
Class Participation See Section d., below	Every Week -Complete Readings -Pose Questions for Dialogue on certain weeks -Participate in Dialogue	20%
Assignment 3: Assess yourself: Implicit bias	Due: October 23, 2020 Submit assignment to Canvas	10%
Assignment 4: Grand Challenges Lightening Talk	Due: November 30, 2020 Submit Video to Canvas	30%
Assignment 5: How the Course Shaped your Development as a Social Worker	Due: December 14, 2020 Submit Assignment to Canvas	15%%

2.d. Attendance and class participation (20% of your final grade)

Attendance, course engagement, and class participation is required and will constitute 20% of your grade.

- You are expected to read the asterisked readings each week. Readings, podcasts, videos will be available on the course Canvas site, in the modules section.
- View the recorded lecture after you complete the readings/podcasts/videos.
- Each week, post the questions you have for the discussion dialogue on the Discussion Board. You will be prompted for this input each week.
- Come to the Dialogue Discussions ready to listen to others' diverse ideas and to share your thinking, critiques, and ideas.

Participation grading will be based on the following criteria:

- The regularity of your participation (your participation each week).
- Evidence of your integration of readings, self-awareness, cultural humility, and respect for others in the Discussion Dialogs
- The quality of the questions that you pose.

Health Related Class Absences (Special for Fall, 2020)

Please evaluate your own health status regularly and refrain from coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor's note) for medical excuses is *not* required.

The School's [Policy on Class Attendance](#) is located in the Student Guide.

2.e. Grading and Important Policies for You to Know About

All essay assignments require quality writing. This means use of a consistent style (APA format is recommended), same font throughout the paper, use of a consistent format and section headings that reflect the conceptual organization of your paper. If you need help with your writing, we have a writing lab in the School. Contact Betsy Williams at betsywil@umich.edu to request an appointment. Quality of written or spoken communication is part of the grade for each assignment. For your video I recommend using the closed caption option in Zoom.

Grading will be on the basis of 100 points for the course (cumulative total for points allocated for all assignments). Grades will be assigned on the following distribution of total points:

A	91-100 points
A-	90 points
B+	89 points
B	81-88 points
B-	80 points
C+	79 points
C	71-78 points
C-	70 points
D+	69 points
D	61-68 points
D-	60 points
E	Below 60 points

For your reference, review the following policies:

- [Grades in Academic Courses and in Field Instruction](#)
- [Student Grievance procedures](#)
- [policy for grading in special circumstances](#). Here are some resources around [testing and grading from CRLT](#). Consider including something here about:

Assignments are due on the date indicated. Students must request exceptions for valid reasons or one point will be deducted for each day late.

2.f. COVID Syllabus Statement – 8/26/20

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact

the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

2.g. [Additional School and University policies, information and resources](#)

These are available at: <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*

ASSIGNMENT 1: WHO AM I? (Due Sept. 12, 10 points)

Assignment Overview

The purpose of this assignment 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. 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.

You may submit this assignment as either a 6 to 8-page paper (Times New Roman, 12 point font, double spaced, 1" margins) or in a 15 to 20-minute video. No citations are needed – this should be based on a reflection of your own identities and experiences in moving through the world.

Your assignment should include the following sections.

Introduce Yourself

- Explain who you are, where you are from, where you grew up, and anything else that you feel is defining of you.
- 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?

Identity Exploration

Introduce your core identities. For this assignment, we will explore the following aspects of identity:

- Socioeconomic Status
- Gender Identity
- Sexual Orientation
- Race & Ethnicity
- Ability Status
- Religious Identity
- Political Ideology

For each aspect of identity, give at least one specific example of how it has affected your life and answer the following:

1. How do you identify or express your identity? Has your identity or expression of it changed over time? If so, how so?
2. What messages have you received about your identity? From whom? Where?
3. What messages have you received about those who are of a different identity? From whom? Where?
4. How have these messages shaped your current thoughts about those who are of the same/different identity as you?

Reflection

Review your introduction (responding to the questions above) and ask yourself the following:

1. What have I not said? Why not?
2. What things did I not explain because I believed the viewer shared my common experience?
3. Identify an identity group from the seven that you explored that might be a personal challenge for you to work with as you move into the profession of social work. Explain how and why you believe this group would be a challenge for you.

I am the only one who will be reviewing your assignment, so please answer the prompts honestly. I encourage you to focus on salient experiences that cut across multiple questions/aspects of your identity to find overlap.

A strong video/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.

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.

Grading Rubric

Grading Dimension	Points	Comments
Paper covers all required information	X of 4	
Writing Quality (e.g., proper sentences, paragraphs, clear communication)	X of 3	
Quality Self-Reflection (e.g., honesty, insight,	X of 3	

Assignment 2: Take a Critical Perspective on a News Story (Due October 2, 15 points)

1. Choose a news story. Include a link (or a pdf copy) of the news story to your paper.
2. Write a 2-3 page paper that describes your critical perspective on the news.

Grading Rubric

Grading Dimension	Points	Comments
News story is relevant to social justice	X of 6	
Paper communicates understanding of the news story	X of 6	
Paper demonstrated understanding of critical theory	X of 8	
Total points	X of 15	

Assignment 3: Assess yourself (Due Oct. 23, 2020, 10 points)

- [Project Implicit](#)

Directions:

- 1) Click on the website above,
- 2) Click "Take a test,"
- 3) Click "I wish to Proceed,"
- 4) Review the menu on the left. Select 2 tests to take, the test on Race IAT, and another test on an identify for which you feel unsure about your biases,
- 5) Take the test (one at a time) and read the results for both tests. It might be a good idea to copy the results for your use in this paper.
- 6) Write a short paper (2-4 pages) describing the test, then reflecting on what you learned about yourself. Were you surprised at the results? If either test showed a bias, how might you prevent this bias from having a negative effect on your work as a social worker?

Grading Rubric

Grading Dimension	Points	Comments
Clear, detailed presentation of the test results for both tests.	X / 5	
Quality of analysis of the test findings and how a professional social worker might handle internal biases.	X / 5	

**Assignment 4: Grand Challenges “Lightning Talk” (10 minutes maximum)
(Due November 30, 30 points)**

ASSIGNMENT GUIDELINES:

- Identify a social justice issue or topic that pertains to “Reverse Extreme Inequality,” or another of [the Grand Challenges themes](#).
- Articulate one social justice issue from the challenge identified and prepare a pre-recorded video. You are speaking to fellow social workers who are committed to social justice. Suggested elements for your video:
 - Describe the issue clearly (e.g., the role of race and poverty in the child welfare system, reversing the downward SES trajectory for people with psychiatric disabilities, or how policing should be reformed)
 - Share an interesting story or personal narrative
 - Suggest a solution or course of action to address the issue (this can be through policy changes, direct services, or program changes)
- Prepare and record an 8-10 minute presentation. Tips for your presentation:
 - Engage the audience and close in a dynamic way
 - Reference the TED “commandments” that inspire this lightning talk (<https://collectivehub.com/2017/04/the-10-commandments-given-to-ted-talk-speakers/>)

Criteria	Points	Comments
The topic is appropriately well-defined The topic is seamlessly and clearly integrated throughout the presentation	x/7	
Your “solution or course of action” is creative and is plausible (likely to produce change based on what we know about human behavior). Your idea should be compelling to the listener.	x/8	
Use current or recent events, an excellent example, personal experiences, or shared values to frame the significance of the topic.	x/7	
Good use of the “TED Commandments,” including use of humor where appropriate, conveying curiosity and passion,	x/4	

surprising the audience with honesty or vulnerability.		
Stick to the time limit	x/4	
Total	x/30	

**ASSIGNMENT 5: How this Course Shaped your Development as a Social Worker
(Due December 14, 2020, 15 points)**

In this assignment you will reflect on your experience with the course, the readings, lectures, and the dialogue discussions. This is a private assignment that only the instructor will see and review, so please be as honest and candid as possible. This course challenges students, and, as social workers, we need to each be aware of what challenges us and how we can manage our internal feelings and tendencies so that we can act effectively as social workers.

The purpose of this assignment is to develop a framework for your personal understanding of social justice and how that connects to the type of social work practice that you will do as a student in field placement, and in your career. This assignment contains 3 parts:

- **Definition:** Create your own working definition of social justice, that is informed by what you learned in this course, in readings and videos, in lectures and in dialogue discussions. Your definition of social justice and the theories that you use to inform it should also address the concepts of privilege, oppression, and diversity.
- **Reflection:** Following your working definition of social justice, you will write a brief reflection on your development process during the course, and your reasoning for selecting the components that compose the definition.
 - Consider to what extent the course “touched” you, that is meant a lot to you as opposed to meaning very little. This is not a course evaluation, so please be authentic in your response (you will not be graded down for a critical response).
 - Has the course experienced changed your thinking in any way? If so, please describe what has changed and speculate as to why.
 - What were the hardest parts of the course, and why do you think they were hard?
 - Was there a “critical incident” in the course that affected you strongly, either positively or negatively or did the concepts and ideas in the course resonate with your learning in other courses? Describe.
 - How does what you are taking away from this course resonate with what you learned about your identities and your values in the course? Think about Assignments 1 and 3, that were focused on your personal identities and your biases as you reflect on how the course and your identities interface to create your own personal take-aways.
- **Future Use:** How do you expect to advance social justice in your field placement in the winter term? How might what you learned in this course affect your future career as a social worker?

The assignment should be about 6 pages.

Grading Rubric:

Criteria	Points (Total of 15)	Comments
Authenticity of voice (Candor and frankness, Depth of self-reflection, Thoughtful conclusions for oneself)	X of 4	
Quality of the Personal Framework for Social Justice (Coherence and comprehensiveness of the framework)	X of 4	
Creative Ideas for Future Use (Specific ideas relative to the kind of social work the student plans to practice)	X of 3	
Quality and coherence of writing (Grammar, sentence and paragraph structure, readability)	X of 4	