



Course title:	Diversity & Social Justice in Social Work
Course #/term:	SW504, Section 004*, Fall 2020
Classroom:	Hybrid: Remote On-line Teaching (Bluejeans/Zoom); In-person (9/1, 9/22, 10/13, 11/3)
Time and place:	Tuesday's 9am-12pm (in-person- SSWB B780)
Credit hours:	3
Prerequisites:	None
Instructor:	Julie D. Cushman, LMSW, ACSW, CAADC (address me as Julie)
Pronouns:	She/her/hers
Contact info:	Email: jcushman@umich.edu Phone: 734-845-0867 You may expect a response within 24-48 hours
Office:	2798 SSWB/remote on-line
Office hours:	Monday's 12-5; Tuesday's, 12-2 and by appointment (on-line video, phone)

*Each of the SW 504 sections is focusing on a theme this semester – one of the [Social Work Grand Challenges](#). Feel free to read more about the Theme for this section which is “[Reversing Extreme Inequality](#).”

The Online Classroom

Definitions

Online Synchronous = “Same time-different place”

We are all accessing the same platform(s) at the same time and—to the extent possible—we are interacting with each other verbally, visually, in chats, and/or in collaborative spaces (like Bluejeans, Zoom, Google Drive, Canvas, etc.).

Online Asynchronous = “Different time-different place” or “On-demand”

Students access and engage with the content and assignments at whatever time works best for them. For many, this is indistinguishable from what we traditionally think of as “homework.”

In this course, there will be a blend of:

- Online synchronous class time
- Online synchronous group time, generally during scheduled class hours
- Asynchronous group time (shared documents, texts, emails, etc.)
- Asynchronous individual time

The online classroom poses special opportunities and challenges for each of us. It is my goal to be flexible and responsive to each student’s unique needs. At the same time, my experience is that the more **interactive and engaged** we are when we are synchronous, the more we can all learn and the more relevant this course will be for you. Not everyone will have the capacity to have video and audio on for the full synchronous class times and group times, but **I urge you to consider enabling audio and video as much as possible when we are together, and especially in small groups.**

Credit for the above goes to Katie Doyle-Clinical Faculty

1. COURSE STATEMENT

a. Course Description:

This required foundation course is designed to increase students' awareness, knowledge, and critical skills related to diversity, human rights, social and economic justice. The topics of this course include developing a framework for 1) engaging diversity and differences in social work practice and 2) advancing human rights and social and economic justice. We will explore the knowledge base that underlies skills needed to work towards justice. These include types and sources of power, multiple social locations, social constructions, social processes, social identities, conflicts, and how all these interact. A major emphasis is on developing skills in critical contextual thinking and analyses, and in praxis, learning to use knowledge and theory to recognize and critique underlying assumptions and paradigms, and inform working for change. Multiple kinds of boundaries are especially important—across groups, between organizations and system levels, and within and between people, related to intersecting social locations.

b. Course Content:

Students will actively explore how societal power and diversity characterize and shape the human experience, and are critical to the formation of social structures, cultural understandings, group and organizational processes, and identities. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. In this course, students will learn how current experiences of privilege and oppression are shaped by historical forces, societal structures, social constructions, group and interpersonal processes, and human understandings, including an understanding of the institutional, organizational, policy, and socio-cultural arrangements that contribute to them. Additionally, this foundation course will explore formulations of human rights, including positive rights, and negative conditions that need to be eradicated. This course also studies how social justice and injustice occur in organizations, institutions, and society, relevant theories that can inform work for justice (e.g., critical race theory, and components of many theories), and how mechanisms of oppression and privilege work (e.g., marginalization, exploitation, violence, cultural hegemony, and powerlessness).

c. Course Competencies and Objectives:

This course addresses **Competency 4: Engage Diversity and Difference in Practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors and positionalities including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

Course Objectives: Upon successful completion of this course, students will be better able to:

1. Describe community and organizational work for social change.
2. Demonstrate knowledge and skills for working for justice, enacting critical consciousness, and engaging and addressing issues of power and diversity. (4.2, 4.3, 4.6, 4.7)
3. Describe the dynamics of difference and dominance/oppression are and how they impact human functioning and social relations within and across diverse groups. (4.1, 4.5)
4. Describe how structural differences in society are shaped by historical, psychological, social, and political factors. (4.1, 4.5)

5. Demonstrate knowledge of social locations, constructions, processes, and identities and the diversity within these. This includes increased knowledge about the forces that shape complex selves, relationships, and worldviews.. (4.2, 4.3)
6. Demonstrate skills in critical contextual thinking, applying multiple theories and frameworks to illuminate underlying assumptions, biases and possible opportunities, and engaging in praxis.
7. Demonstrate awareness of the sources of power, how to mobilize power towards positive change, and ways to challenge oppressive assumptions, biases, and prejudices (4.2, 4.3)
8. Describe methods for continuing a lifelong process of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society. (4.2, 4.4, 4.6, 4.7)

For more information on practice behaviors, see:

<https://ssw.umich.edu/sites/default/files/documents/msw/competencies-and-practice-behaviors.pdf>

d. Course Design: Pedagogical Approach & Teaching Philosophy

This class will strive to foster a learning environment where each student can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources of their beliefs and perspectives. This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. It involves lectures, video, and participation in experiential activities. Additionally, this course will provide a forum to critically examine how our multiple status locations, societal constructions, and social processes shape our beliefs, assumptions, behaviors, and life experiences. Special attention will also be given knowledge about justice and change, and principles of change towards justice.

This course promotes and integrates both classroom and what is going on in the world currently. This is done through lecture on the content, discussion and practice tools for skill development. This type of design relies on the full participation and contributions of everyone in order to reach our highest potential as a group. Many different methods will be used for acquiring knowledge and skills including: assigned readings, podcast, videos, discussion, lectures, projects, activities, exercises and homework. Class sessions will also include skill building activities and a variety of assignments (oral, written, presentations and group work). 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. Attention will also be given to knowledge about social justice and change, and principles of change toward social justice with diverse populations. I rely on you (as adult learners) to set your own learning goals, and to let me know if some discussion or clarification of readings in class would be useful.

I rely on you (as adult learners) to set your own learning goals, and to let me know if some discussion or clarification of readings in class would be useful.

1. Your learning will be directly correlated with the effort you expend in taking responsibility for your own goals and agendas.
2. We will discuss many of the readings, podcast, videos in class and/or thought discussions (on canvas or Google docs), but I will not review them all in class, although I will look for evidence that you have done all the readings in your assignments, discussions and class activities.
3. You need to take responsibility for letting me know if some discussion of a particular reading or concept would be useful or interesting, if you have a question or aren't sure you see the relevance of something.

e. Relationship of the Course to Curricular Themes:

- *Multiculturalism and diversity*: are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of intervention tools that explore multi-cultural and diversity issues from at least five perspectives: 1) the worker, (community organizer,

herself or himself); 2) the manager; 3) the policy analyst/advocate; 4) the organization or program; 5) the community or client system.

- *Social Justice and Social Change*: are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that enable workers to secure better representation of underrepresented community members and points of view in the community, agency, and polity, and to address, through the attainment of program goals, issues of historic exclusion and exploitation. Techniques of both transactional and transformational change are considered.
- *Promotion, Prevention, Treatment and Rehabilitation*: are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore special attention to the benefits of early intervention, (promotion and prevention), risks attendant to the use of various methods (treatment), and the need for longer term connection and follow-up (rehabilitation).
- *Behavioral and Social Science Research*: Research is addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore the perspectives of social and behavioral science theory on the community, the organization, and the polity. Organizational, political science, and community theories will be important bases for class analyses.

f. Relationship of the Course to Social Work Ethics and Values:

Relationship to SW Ethics and Values: The course will address ethical and value issues related to working with, and in, organizations, communities, societies, and in conducting policy-focused research in these areas. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all citizens, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. The course will also focus on social workers' responsibility as professionals to promote the general welfare through working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

g. Intensive Focus on PODS (Privilege, Oppression, Diversity and Social Justice)

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 social injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

2. CLASS REQUIREMENTS

a. Text and class materials:

We will not be using one primary text for this course. Instead, the assigned various resources will be provided on Canvas at least 3 weeks in advance of when they are due. Resources will include scholarly and popular articles, book chapters, podcasts, videos, interviews, TED Talks, social media and other supplemental materials. By the end of September 2020, I plan to have all required materials posted on CANVAS. These materials are integrated into each weeks lecture/discussion topic and/or used for asynchronous work during the week. I will also post optional readings/additional supplements that may be of interest and/or assist with course assignments.

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, video's, TED talks, podcasts and other assigned materials.

In addition there are optional, asynchronous and/or shown in class modules/videos via EdX.org. You will have to create a free account. Go to <https://www.edx.org/> and click register and then search for the course titled Diversity and Social Justice. This is an online course developed by Prof. Jamie Mitchell. You may view as much of the course as you like, but will only be required to view the modules if it is on the class schedule. This account will also give you access to hundreds of other courses from around the country.

How I organize the CANVAS site: When you sign onto the course site, the front page gives you a brief welcome to the course and my contact information. I organize the course using modules-one module for each class session (labeled with the week number and the date of the session-ex/ Week 1: 8/31). In each weeks module there are pages that tell you what to read, listen to, watch, , optional sources, required discussions, activities to be done during the week and uploads of the PPT and any resources or supplemental materials/handouts for that class session. There is separate module, for assignment explanations and resources, labeled assignments.

All assignments will be in the assignment tab and unless otherwise noted are to be submitted to Canvas by 11:59pm on the day they are due.

Coming prepared to class:

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 asynchronous work (readings, podcasts, videos, TED talks, homework assignments. (Much of your learning will come from discussion (during the on-line and in-person classes or canvas discussion board) around the asynchronous work, lectures and activities and student presentations. As such, it is important that students in this class come prepared to critically express and exchange ideas related to the topics discussed. This will require both reflection on your part, prior to entering class, and critical analysis for ideas and perspectives different from your own while in class. Please keep in mind that effective advocacy (a cornerstone of social work practice) requires the ability to understand and appreciate opposing perspectives and competing self-interests. I ask that students refrain from doing non-course activities when we are on-line or in-person so you can more fully participate in discussion around the material.

b. Class Schedule: This is at the end of this syllabus document

c. Assignments: There are 5 graded assignments and various homework along with the expectation of class participation. A brief description of assignments and tentative due dates follows. A more detailed description of each assignment will be handed out in class. Due dates noted on the class schedule in **Bold** letters.

Assignment 1: Lead a QCCQ-Based Discussion- (small groups). **(10%) due as scheduled**-will sign up on 9/1/20, first class)

For this assignment you will have the opportunity to practice inquiry-based learning and critical reflection skills by leading one in-class discussion utilizing the QCCQ (Quotation, Concept, Comparison, Questions) method. This discussion can be based on the topic discussion for the week you are assigned or on an article or social media post of a current event.

Assignment 2:Life Trajectory: (Individual) -due 10/6/20 (15%)

The purpose of this assignment is to engage with someone for an in-depth conversation (preferably over time) to as fully as possible, understand and document their life experiences. This trajectory

should include the ways that economic stability or instability, broader social structures, policies, and institutions, discrimination and/or privilege, generational disadvantage or wealth, health or disability, social and cultural networks and capital, and all manner of challenges and opportunities have shaped their opportunities for personal and professional growth and fulfillment. Use the power of storytelling to bring their journey to life and add polish. Finally, include an audio-visual component in the form of artwork or graphics, images, timelines, power point slides, or mini-podcast audio clips (with permission of the interviewee). Word maximum: 1000 words and 1 Visual Component

Assignment 3:-Public Campaign for the Grand Challenge of Reversing Extreme Inequality -(small groups) **due 10/27/20 (20%)**

The objectives for this assignment are 1)to identify a population and key economic disparity affecting this population and 2)Develop a multi-part reversing extreme inequality campaign to bring awareness and layout interdisciplinary steps for closing the wealth gap

Assignment 4: Discussion Board- (Individual) (15%). When assigned **due Monday's at 8pm.** In this assignment you will be asked on certain weeks to post questions, comments, perspectives, etc, using Discussion Board on the course Canvas site, titled 'Weekly Discussion Board for a specific date. In addition, for some discussion boards I have asked for your posts to be specific, and but this does not limit having other posts as well for that week. This assignment is especially important given the hybrid teaching method and what is going on in today's world. Being able to have discussions with others on what you are thinking, critical analysis of what you are learning and actions we can take for reversing extreme inequality are vital to any social justice change.

Assignment 5: You have two choices for this assignment. (Individual) **Due date 12/1/20 or 12/8/20 (20%)**. These will be shared with the class

Choice A: Reversing Extreme Inequality "Lighting Talk" 10 minutes maximum

In this assignment you will identify a social justice issue or topic in reversing extreme inequality (This sections semester theme. The you will articulate one clear central message from the issue/topic identified live or via a pre-recorded video. You will then share a meaningful message or personal narrative and do this in a dynamic way to engage the audience. You will reference the TED "commandments" that inspire this lighting talk. (<https://collectivehub.com/2017/04/the-10-commandments-given-to-ted-talk-speakers/>)

Choice B: Reversing Extreme Inequality Mixed Tape: In this assignment you share your journey throughout this course of the Social Work Grand Challenge of Reversing Extreme Inequality through music that relates to/connects to/aligns with these pieces of your journey. This can include your process around realizing this grand challenge, experiences you have had around power, privilege, and/or oppression and socioeconomic status or times when you felt helpless in the face of this specific injustice.

Assignment	Due Date	Percentage
Class Participation/Engagement Includes attending class sessions and engaging with the content during class and on Canvas, non-weekly discussion board, homework, asynchronous work, participation and page views on Canvas.	On-going and as assigned throughout the semester	20%
Assignment 1: Lead a QCCQ-Based Discussion (Small Group)	Due as Scheduled	10%

Assignment 2: Life Trajectory: (Individual)	10/6/20	15%
Assignment 3: Public Campaign for the Grand Challenge of Reversing Extreme Inequality (Small Group)	10/27/20 now is 11/10/20	20%
Assignment 4: Weekly Discussion Board (Individual)	As scheduled throughout semester	15%
Assignment 5: "Lighting Talk" or "Mixed Tape" (Individual)	12/1/20 or 12/8/20	20%

There will be assignments involving exercises/study questions on the course material to be done during the week. These assignments have been designed to assist you in learning the course content and in doing your assignments. They are tools to help you, thus the focus in feedback in grading them is not so much on the content, but on the effort made to do the assignment. They will be a part of your participation and engagement grade.

Learning and being proactive about this learning is hugely strengthened by systematic application of praxis—looking for examples of course concepts in your experiences, looking for connections across elements, using course concepts to help you to understand your experiences, and figuring out how to organize and apply key elements of the course for yourself..

Because of learning goals or key aspects of your identities, or where you are in the learning objectives of this course you may want to propose a modification of an assignment to meet your goals or interests better. Lots of options are possible if I know what you need or want, but we must discuss these ahead of time so I can be sure that what you propose is consistent with course objectives. Please don't assume that an altered assignment will be acceptable without discussing it with me, so we can be sure that it meets course objectives and is fair for all given course criteria.

d. Attendance, participation and course engagement: Reference link to the general Policy on Class attendance in the MSW Student Guide is- <https://ssw.umich.edu/msw-student-guide/section/1.09.00/17/policy-on-class-attendance>.

Specific to this course, class attendance, participation and engagement are very important in this class and is 20% of the final grade. Attendance and how engaged you are will be monitored throughout the semester. Students are expected to attend both in-person and on-line session prepared to participate. This includes completing all asynchronous assigned reading/videos/Podcasts/Ted Talks, being prepared to facilitate discussion on these, homework and/or assigned activities (such as exercise handouts, assessments/tools, case studies, etc) prior to class, to reference for informed class participation, attending class on time and participating in all class discussions and activities and group assignments. If you have difficulties participating in discussion for technical, linguistic, cultural or other reasons, let's discuss them individually and explore ways in which you may become a more active participant in class. Class attendance is important for you to keep up with course work. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion.

It is expected that students will **attend all classes, for the scheduled amount of time** however, you are granted two absences for legitimate and/or special reasons. Legitimate absences include those due to health problems, unanticipated family emergencies and observance of religious holy days. (For additional information on health related absences, please see section h below) If for any reason you are not able to be at the scheduled in-person classes, you will be able to join via zoom for attending the class.

Missing three classes will reduce your final grade; one-half grade (e.g. an A would be reduced to an A-) and each additional absence will reduce your final grade an additional half grade. Excessive absences (3

or more) may result in failure of the course. If students miss more than 2 class sessions, they must schedule a meeting with the instructor (possibly with their advisor) to discuss their attendance and a plan of action to not miss anymore classes. Note that, even if you are absent from a class session, you are still responsible for submitting and assignments/home work due that day

Coming to or leaving class mid-way is considered an absence. As adult learners, I expect you to make appropriate decisions about attending the on-line session, this includes signing in late or leaving coming leaving class mid-way. Any absences or tardiness should be discussed directly with the instructor and it is the student's responsibility to obtain any notes, materials, handouts or exercises from the missed session available on canvas and make arrangements to complete work missed during the class session. Your participation grade includes ability to discuss ideas with colleagues in a respectful manner, engage in reflective learning, and the sharing of your experiences, current events or literature specific to the material being discussed and demonstration that required readings, modules, homework and other (survey's, vignettes) class learning have been completed by sharing and asking relevant questions in class. I encourage you to be actively present during class, students not participating class activities will see the impact in their grade.

Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and 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.

Assessment of your participation does not depend solely on the quantity of your involvement in class discussion and class exercises, but also on the quality of your contributions.

Use the following criteria for assessing your participation in class

- Frequency of participation in class: Student initiates contributions in class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the instructor to contribute. Student does not comment overzealously or to the exclusion of other learners.
- Quality of comments: Comments are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand. They often build on or respond to the observations of others, make links to prior classes, or draw on materials and lessons from other courses
- Listening Skills: Student listens attentively when others present materials and perspectives, and contribute comments that build on others' remarks. Student expresses disagreement in a professional and respectful manner.

e. Grading

Assignments will be uploaded and submitted to canvas for grading. *Please do not email me your assignments or homework, etc. If you are having any technical issue, please let me know and we will get it resolved.* Assignment are to be submitted to CANVAS by 11:59pm on the date they are due, unless otherwise noted in the syllabus

Expectations for assignments

- Written assignments should demonstrate your ability to apply and integrate course material and to communicate using a professional style. Professional communication is coherent, concise, and comprehensive, and includes correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing.

- **All papers** are to have a **cover page**, reference page and any needed appendices. You are expected to have the appropriate headings and page numbers. Be sure to use APA format and be sure to cite when it is required and have correct citations in a reference page. (if you do not meet the required minimum number of sources, your paper will be returned to you not read and you will be asked to submit with the correct required sources)
- All papers must be typewritten and double-spaced using a 12 point font and one inch margins. Use APA for your papers, including proper headings and citations. Failure to follow APA guidelines for referencing and for headings will result in a lower grade.

APA formatting:

Any social work assignments presented as professional papers or presentations should utilize the most recent edition APA (7th) formatting. Review the [MLibrary APA Citation Guide](#) as needed. [The Purdue Owl website is another helpful resource for assistance with APA formatting.](#)

- Use the outline format in the assignment description, using headings appropriate to APA format.
- I am looking for clarity and degree of understanding conveyed, key points being discussed, integration of relevant literature, pertaining to the assignment and your own assessment/critique for the assignment.
- You do need to stay within the page limits for all assignments (They are stated on each assignment description). You want to state concisely what you are saying. Summarizing from literature into your own words and the use of appendices will help with this.
- I am also looking at sensitivity and attention to dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation) and life cycle considerations and the degree to which you display critical analysis of the assignment.
- You are responsible for always making and keeping a copy of each assignment prior to turning it in.

Evaluation Criteria and Procedures: General evaluation criteria (special elements will also be delineated for particular assignments):

- Demonstrate understanding of and ability/apply knowledge clearly related to the assignment;
- Systematic & logical presentation of arguments, with appropriate documentation;
- Appropriate use of evidence, use of relevant literature and concepts, with citations;
- Scope of concepts used; degree of integration across topics, levels, and different readings
- Clarity of presentation. Originality;
- Attention to diversity and social justice issues across different populations and situations.

I expect that in all written work you will adhere to the following NASW editorial policy: In the interest of accurate and unbiased communication, NASW subscribes to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (*Health and Social Work, 11:3, Summer 1986.*) or <http://www.socialworkers.org/pubs/code/default.asp>

Deadline Expectations: All assignments are due (submitted on canvas by 11:59pm) on the day they are due, unless noted differently on the syllabus or assignment instructions. Incomplete grades are assigned only through negotiation with me and that negotiation must occur before the assignment's due date.

Unless an extension contract has been arranged between a student and me, **before the due date of the assignment**, any assignment that is not completed on the due date will be assigned 0 points. **All** assignments for this course must be completed and handed in to the instructor to successfully complete the course.

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used

for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit. Due to the brief length of time a mini course meets, partial attendance will likely result in a grade of E.

Grading

Each assignment will be given a letter grade. The criteria for each grade are as follows:

- A-, A or A+** Exceptional performance and mastery of the material. Subject content, demonstration of critical analysis, and/or complexity in completion of assignment is exceptional. The difference between A-, A and +- is based on the degree of superiority to which these skills are demonstrated.
- B+** Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, 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 needing improvement to meet course requirements.
- E** Student has failed to demonstrate minimal understanding of subject content.

Both content and format will be considered in assigning grades. Though content is more heavily weighted in grade assignment, format, and presentation are also important. The course is challenging and demanding. Grading will be rigorous but fair. Final grades will be determined by multiplying the worth of each assignment, by the grade points on the 4 point grade system. The numerical scores for each assignment will be summed.

I understand that the assessments of your work are subjective in nature and I strive to reduce that subjectivity. I grade based on the assignment outline that you have received, I use a template within which I set my expectations for the assignment. I compare your submissions to that template, not to one another

I suggest that you have someone who is unfamiliar with your subject 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.

If you read my comments to you and believe that I have erred, please discuss your findings with me within one week of getting your assignment/paper back. It may be that you do not understand what I have told you, or that I have made a mistake. In either case, I am certain that the situation will be rectified; either you will better understand what I want you to know, or I will correct my error.

A brief note about grading: I do not think it serves anyone well for every student in a course to earn an "A" grade, though I am familiar with this practice. Your grade will be a reflection of both your effort and the quality of your engagement and assignments.

For additional information on grading please refer to the MSW Student Guide on grades in Academic Courses and Field Instruction at <https://sww.umich.edu/msw-student-guide/chapter/1.08/grades-in-academic-courses-and-in-field-instruction> as well as Student Grievance Procedures at <https://sww.umich.edu/msw-student-guide/chapter/1.18/student-grievances>

f. Class recording and Course Materials

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 a recording is occurring. 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

Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#):

g. COVID-19 Statement

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](#).

h. Health-Related Class Absences:

Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and 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

3. ADDITIONAL COURSE INFORMATION AND RESOURCES

a. Teaching Philosophy, More about the Course and Expectations

I use a learner-centered philosophy in which there is the development of reciprocity, cooperation and open discussion among students and myself. I encourage active learning, give prompt feedback; communicate high expectations and respect diverse talents, interests and ways of learning. The emphasis is to create an empowering environment in which all participants can be active and self-directed learners in an atmosphere that allows for peoples diversity, uniqueness and strengths and learning from each other's different perspectives and experiences. I believe that learning does not just happen once a week in the classroom, and make myself readily available to students outside the classroom. I put an emphasis on bringing the outside world into the classroom, by keeping up to date and knowledgeable on the course content as well as sharing my experiences from working in a non-profit and being a part of the community.

My approach to teaching is that I value and appreciate each student as individuals and their interests specific to the course and share aspects of my professional experience to clarify the course content. I emphasize the importance of not just learning the material, but for students to be able to critically analyze what they are learning from their perspective and thus encourage the sharing of their thoughts and ideas.

Epistemological curiosity. The concept of “epistemological curiosity”, derived from Freire, a Brazilian educator, emphasizing systematic exploration of knowledge about different levels and segments of society, theorizing about justice issues, and reflecting on ourselves in interaction with others (praxis). This requires developing a climate in the classroom in which we can learn from each other’s different perspectives and experiences. We need to be able to share, disagree, clarify what each of us means, and struggle together with concepts none of us understand well at first. These are not just intellectual tasks, but often generate strong emotions, and require us to surface and engage with our values and what may be tacit (not articulated) assumptions. Learning new ways of thinking can be very exciting and empowering, but we may also feel confused, anxious, overwhelmed, and even angry at different points in this process. These emotions usually are markers that you are being challenged and are learning, as long as they do not overwhelm you and we can navigate through them.

I invite you to consider the following:

- ❖ There is a difference between being/feeling safe & being/feeling comfortable. Learning through the uncomfortableness is hard, but, it can be when the most memorable “aha” moments occur.(Forward Spaces/Brave Spaces)

Course Conduct

This class adheres to the following Ground Rules for the Class:

1. Our primary commitment is to learn - from the instructor, from each other, from materials and from our work. We acknowledge differences among us in skills, interests, values, scholarly orientations and experience.
2. We acknowledge that one of the meanings of societal oppression and discrimination is that we have been systematically taught misinformation about our own groups and especially members of devalued groups and populations of color. The same is true for sexism, ageism, sexual orientation and other isms. We are taught misinformation about ourselves and others regarding forms of difference and discrimination and acknowledge that racism, sexism, homophobia and other forms of discrimination exist and are likely to surface from time to time and it is our responsibility to actively address this through dialogue.
3. We acknowledge that our notions of privilege - privilege of ethnicity, religious belief gender, sexual orientation and class - can distort our understanding of individuals, families, communities, organizations and infrastructure, and can undermine the development of authentic relationships and understanding.
4. We cannot be blamed for the misinformation that we have heard but we will be held responsible for repeating misinformation after we have learned otherwise.
5. We will assume that people are always doing the best they can, both to learn material and to behave in socially just and honest ways.
6. We will actively pursue opportunities to learn about our own groups and those of others, yet will not enter or invade others' privacy when unwanted.
7. When we share information about our groups with other members of the class, no one will devalue, or 'put down' people for their experiences
8. We can have an obligation to actively counter the myths and stereotypes about our own groups and other groups so that we can break down the walls, which prohibit group cooperation and group gain. This means that corrections are welcome and encouraged.

9. We want to create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the person will preface the remarks with a request and the class will agree not to repeat the remarks.
10. As a diverse group of learners, material may be presented or discussed that “triggers” a prior personal and potentially painful, negative, or traumatic memory. While “trigger warnings” will be encouraged during this course, please speak and listen to the instructor and class colleagues under the assumption that there is no ill-intent to harm, “trigger” or purposely offend someone due to certain language, images, or content
11. Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points.

Inclusivity Policy: Social and economic justice is one of the key themes of social work practice, research, and education. As a social work community, we must encourage each other to critically examine issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we actively *listen* to each other about how our words and actions are affecting one another and the learning environment, knowing the impact is more important than intent. It can be difficult to navigate the dual priorities of supporting authentic free speech, and holding active regard for one another being open to diverse perspectives and ideas. I recognize that micro aggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability status, marital status, political affiliation, or any other identities, will be addressed directly. Please bring your best and authentic selves to our classroom space.

Emotional Content: Material may be presented or discussed that “triggers” a personal and potential painful or negative memory and may lead to course-related denial, resistance, or overinvestment. We will work closely together as a class to create the space needed inside and outside the classroom to process welcome or unwelcome feelings, memories and experiences. It would be useful to monitor your own reactions carefully and for us to talk about strong reactions, preferably in class if they, if you deem appropriate. Otherwise, they will interfere with your learning and the dynamics of the classroom. The work we will do for this class is not easy. This means many of us must learn to work through and build a tolerance for discomfort that arises when we challenge ourselves to recognize the ways in which our beliefs, values, in belonging to systems and structures that oppression are reinforced through us. We must also recognize that many of us are already versed in having a high tolerance for the discomfort that occurs as part of the lived experience with the social injustices we will discuss; however, that does not mean that painful feelings do not emerge. We will do our best to keep any level of discomfort productive so we can do the work that is needed. (Diangelo 2018, Blackwell 2018)

b. Safety and emergency preparedness: (This will not apply during remote teaching)

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom.

Refer to <https://ssw.umich.edu/msw-student-guide/section/1.22.03/70/campus-safety-statement> to read more about the School of Social Work's emergency policies and procedures.

In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the  button (located on the door handle) to lock the door from within the room.

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (room 1748) at 734-936-0961 or via email at ssw-ADAAcompliance@umich.edu.

Additional resources:

- [Report a hate crime or bias-related incident](#)
- [Register for UM Emergency Alerts](https://dpss.umich.edu/content/emergency-preparedness/emergency-alerts/) at <https://dpss.umich.edu/content/emergency-preparedness/emergency-alerts/>
- [View the annual Campus Safety Statement](#)

c. Mental health and Well being:

The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact

- **Counseling and Psychological Services (CAPS)** at (734) 764-8312, or <https://caps.umich.edu/>
- **University Health Service (UHS)** at (734) 764-8320, or <https://www.uhs.umich.edu/mentalhealthsvcs>
- **UM Medical Center Psychiatric Emergency Services.** 734- 996-4747; 734-936-5900 (Crisis phone service, 24 hour/7 days); <http://www.psych.med.umich.edu/pes/>
- **UM Sexual Assault Prevention & Awareness Center (SAPAC).** 734-998-9368, 734-936-3333 (Crisis line) ; 800-649-3777 (MRC); <http://www.umich.edu/~sapac/>
- or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.
- Additional campus health and wellness resources can be found at <https://ssw.umich.edu/student-life/health-safety>

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](#)
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

d. Teaching evaluations:

Students are strongly encouraged to complete teaching evaluations both at mid-semester and at the end of each term. Mid-semester evaluations will be completed using a Google doc survey or posted on canvas to be handed in, in class. This will be summarized and discussed in class for any changes needing to be made for the rest of the semester. End of semester teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous for evaluations, and instructors cannot view the end of semester evaluation reports until after grades are submitted

e. Proper use of names and pronouns

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns.

[Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.](#)

For more information please refer to the following resources.

SSW Resources

DEI Office: (diversityequityinclusion@umich.edu)

Queer Advocacy Coalition (qac-leadership@umich.edu)

Additional Resources

<https://www.mypronouns.org/what-and-why/>

<https://www.glsen.org/article/pronouns-resource-educator>

If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). Refer to [Spectrum Center's map of gender inclusive restrooms on campus.](#)

f. Accommodation for students with disabilities

If you are in need of an accommodation for a disability, please let me know at your earliest convenience at the beginning of the semester so I may adequately address these needs. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities can be found at <https://ssd.umich.edu/documentation>

Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information and resources, please contact the Services for Students with Disabilities Office at G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045, TEL 734-763-3000, website <http://ssd.umich.edu/>, or Email ssdoffice@umich.edu.

g. Religious/spiritual observances:

An overview of the process for students who have conflicts with religious observances:

- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements. The official University of Michigan policy on religious holidays, and a list of possible conflicts with classes, can be found at: <https://www.provost.umich.edu/calendar/>

h. Military deployment:

Information and resources for students called to action while enrolled in school can be found at <http://vets.umich.edu/life-at-michigan/military-deployment/>

i. Writing Skills and Expectations:

Strong writing and communication skills are essential to students' academic success and professional career. For assistance writing contact

The Writing Coordinator for the School of Social Work to meet 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](#) and/or [Career Services](#) (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

Or the Sweetland Writing Center (<http://www.lsa.umich.edu/swc/>). As an "fyi" Sweetland usually wants advanced notice (approx. two weeks before a paper is due) so they can go over edits and so on with you. You also need to schedule an appointment to meet with a writing counselor (734-764-0429) and they're open from 9-5, Mon-Fri although always check before you go, since they do close occasionally for staff training and so on. They're located in 1139 Angell Hall and I don't think they take walk-ins.

j. Academic Integrity:

Plagiarism – not referencing another's words or ideas – is a violation of academic integrity, is prohibited in any academic writing at the University of Michigan and will be grounds for failure on an assignment. In addition, papers or journal entries completed for another course are not acceptable and will be assigned 0 points.

Please refer to your electronic *Student Guide to the Master's in Social Work Degree Program* <https://ssw.umich.edu/msw-student-guide/section/1.11.01/427/academic-misconduct> for further discussion of plagiarism and procedures for processing alleged infractions and the range of possible sanctions.

k. Electronic Devices and Computers in class

In consideration of your classmates, and due to their disruptive nature, I request that all students turn off all telephones and pagers while you are in my class. This is *your* time and I want you to be able to protect it. I prefer that you receive no messages during class time, however, if you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.

Please use your lab top during class for taking notes. It is not to be used during class to check email or surf the web and doing so is disruptive to learning for both yourself and other students in the class. If you are found doing either during class, you will be asked to stop.

Class Schedule: SYLLABUS: tentative:

The Course Schedule that follows is *tentative* and is subject to change. All changes will be discussed/announced in advance so that you will have sufficient time to make adjustments in your reading and assignments.

Week & Date	Class Topic	Asynchronous Work Before Class Reversing Extreme Inequality''	Assignments to do or turn in before class
1 9/1/20 In- person	Course Overview, Frameworks for engaging social justice, who we are, what you want to learn.	<ol style="list-style-type: none"> Welcome Packet (Canvas) “Untamed” by Glennon Doyle Ch. Racist Podcasts <ul style="list-style-type: none"> https://www.stitcher.com/podcast/unlocking-us-with-brene-brown Cape Up with Jonathan Capehart NASW Code of Ethics NASW Press Guidelines for Describing People 	<ul style="list-style-type: none"> Student Survey in Google Docs Student Information Sheet
2 9/8/20	Race, Class, Gender, Health... Intersectionality & Positionality & Socioeconomic Status	<p>Readings:</p> <ol style="list-style-type: none"> Stress-Related Outcomes after a Period of Unrest in Two Low-Income African-American Communities The other COVID-19 risk factors: How race, income, ZIP code can influence life and death Crenshaw, K. (2015). Why intersectionality can't wait. https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/?utm_term=.82a287ee2472C <p>Podcast:</p> <ol style="list-style-type: none"> Zip Codes Matter: https://soundcloud.com/cornellcas/zip-codes-matter 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><i>Optional Readings on Canvas</i></p>	<ul style="list-style-type: none"> Complete four squares of intercultural interactions
3 9/15/20	Economic Inequality Gap Widening: Rich vs Poor	<p>Readings</p> <ol style="list-style-type: none"> I'm gonna lose everything Older Americans Are increasingly Unwilling or Unable to Retire <p>Websites</p> <ol style="list-style-type: none"> Study Shows Income Gap Between Rich and Poor Keeps Growing with Deadly Effects https://www.nytimes.com/2019/09/10/us/politics/gao-income-gap-rich-poor.html <p>Videos:</p> <ol style="list-style-type: none"> Gray Tsunami: More seniors filling homeless shelters: https://www.youtube.com/watch?v=BASV_MqUf44 The crisis could widen gaps between rich and poor neighborhoods: https://review.chicagobooth.edu/economics/20/video/crisis-could-widen-gaps-between-rich-and-poor-neighborhoods <p>Podcast:</p> <ol style="list-style-type: none"> it's Been Another Decade Of Income Inequality In The U.S: https://www.npr.org/2020/01/01/792821171/income-inequality-amid-the-u-s-stock-market-boom 	United Way: Sharing on the Racial Wealth Gap

Week & Date	Class Topic	Asynchronous Work Before Class Reversing Extreme Inequality"	Assignments to do or turn in before class
4 9/22/20 In- person	Access to Public Transportation and Socioeconomic Status	<p>Readings: 1. Social Distancing is a Privilege</p> <p>Websites: 2. Stranded: How America's Failing Public Transportation Increases Inequality: https://www.theatlantic.com/business/archive/2015/05/stranded-how-americas-failing-public-transportation-increases-inequality/393419/</p> <p>Podcast: Barriers, Stereotypes Block Transit Options in Metro Detroit: 3. https://wdet.org/posts/2018/05/22/86815-barriers-stereotypes-block-transit-options-in-metro-detroit/</p>	<ul style="list-style-type: none"> • United Way: Sharing on the Racial Wealth Gap Discussion Board
5 9/29/20	Environmental Health Impacts and Socioeconomic Status	<p>Readings: 1. Coombs-Orme, R. (2013) Epigenetics and the social work imperative. <i>Social Work</i>, 58(1), 23-30. 2. In the Shadows of America's Smokestacks, Virus Is One More Deadly Risk 3. Calculating Air Pollution's Death Toll, Across State Lines 4. Urban Residence, Neighborhood Poverty, Race/Ethnicity, and Asthma Morbidity Among Children on Medicaid</p> <p>Websites: 'They're killing us,' Texas residents say of Trump rollbacks https://apnews.com/9553e45fd2fc46940ce5b3ca4b4a0d04</p>	<ul style="list-style-type: none"> • Discussion Board: Case Study
6 10/6/20	Housing Disparities & Discrimination	<p>Readings: 1. Why Black and Latino Home Ownership Matter to the Color Line and Multiracial Democracy 2. How Wealthy Towns Keep People With Housing Vouchers Out 3. The Eviction Machine: Neighborhood Instability and Blight in Detroit's Neighborhoods</p> <p>Videos: 4. Why Cities are Still so Segregated: https://www.youtube.com/watch?v=O5FBJyqfoLM</p> <p>Podcasts: 5. The Weeds: Devaluing black assets https://www.stitcher.com/podcast/voxs-the-weeds/e/68177010</p>	<ul style="list-style-type: none"> • Discussion Board: Case Study

Week & Date	Class Topic	Asynchronous Work Before Class <i>Reversing Extreme Inequality</i> "	Assignments to do or turn in before class
7 10/13/20 In-person	Intersectionality of Education & Socioeconomic Status Implication of social economic Status for voting and election day planning	<p>Readings:</p> <ol style="list-style-type: none"> 1. Racial Segregation and School Poverty in the United States, 1999-2016 2. Why I Paid \$50,000 for a Year of Child Care <p>Website:</p> <ol style="list-style-type: none"> 3. 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/texas-vs-california-history-textbooks.html?smid=tw-nytnational&smtyp=cur <p>Podcast:</p> <ol style="list-style-type: none"> 4. Segregated Education: https://as.cornell.edu/news/segregated-education <p>Voting:</p> <ol style="list-style-type: none"> 5. Link between income and voting. https://www.weforum.org/agenda/2018/07/low-voter-turnout-increasing-household-income-may-help 6. Voter Participation, Socioeconomic Status, and Institutional Contexts in Higher Education 7. https://econofact.org/voting-and-income 	<ul style="list-style-type: none"> • Life Trajectory assignment due • Discussion Board: Case Study • Ideas for Election Day
8 10/20/20	Intersectionality of Policing, Mass Incarceration & Economic Inequality	<p>Readings:</p> <ol style="list-style-type: none"> 1. Who Should Decide What Books Are Allowed In Prison? 2. ‘Here, life is cheap’ 3. ‘I Got Tired of Hunting Black and Hispanic People’ 4. From Mass Incarceration to Smart Decarceration <p>Video:</p> <ol style="list-style-type: none"> 5. The Kalief Browder Story Part 5 – Injustice for All https://www.bing.com/videos/search?q=the+kalif+browder+story+episode+5&docid=607990910429757485&mid=DF3E37C221F9A19AF3CDDF3E37C221F9A19AF3CD&view=detail&FORM=VI RE 	Discussion Board: Case Study
9 10/27/20	Barriers for Immigrant and Undocumented Populations	<p>Readings:</p> <ol style="list-style-type: none"> 1. Latinos Unemployment Hit A Record High From Coronavirus Job Losses <p>Websites:</p> <ol style="list-style-type: none"> 2. Help a sick child or forgo citizenship? Immigrants anguish over new Trump rule https://www.nbcnews.com/news/latino/help-sick-child-or-forgo-citizenship-immigrants-anguish-over-new-n1042526 <p>Videos:</p> <ol style="list-style-type: none"> 3. The hidden life of an Undocumented US Immigrant: https://www.youtube.com/watch?v=ZMITmOip3ig 4. Between Borders: American Migrant Crisis Times Documentaries The New York Times https://www.youtube.com/watch?v=rxF0t-SMEXA <p>Podcasts:</p> <p>COVID without papers https://crooked.com/podcast/covid-without-papers/</p>	<ul style="list-style-type: none"> • Discussion Board: Case Study

Week & Date	Class Topic	Asynchronous Work Before Class Reversing Extreme Inequality"	Assignments to do or turn in before class
10 11/3/20 In-person	Essential Workers and COVID-19 NO CLASS: Election Day Moved to 11/17	Readings: 1. Nannies Tell the Truth About Working During the Coronavirus 2. How Millions of Women Became the Most Essential Workers in America 3. Don't Blame Econ 101 for the Plight of Essential Workers Websites: 4. How millions of women became the most essential workers in America: https://www.nytimes.com/2020/04/18/us/coronavirus-women-essential-workers.html Podcast: 5. Essential Workers: https://www.npr.org/2020/04/30/848829948/essential-workers	<ul style="list-style-type: none"> • Public Health Campaign Due • Election Day Activities • Discussion Board or Collaborative Assignment
11 11/10/20	Impacts of COVID-19 on Indigenous Populations	Readings: 1. Checkpoints, Curfews, Airlifts: Virus Rips Through Navajo Nation Website: 2. Tribal Nations Face Most Severe Crisis in Decades as the Coronavirus Closes Casinos: https://www.nytimes.com/2020/05/11/us/coronavirus-native-americans-indian-country.html Videos: 3. Native Americans tribes struggle with coronavirus crisis: https://www.youtube.com/watch?v=TUc0iDWzfE 4. Navajo Nation struggling to cope with worst-in-the-country outbreak https://www.msnbc.com/hallie-jackson/watch/navajo-nation-struggling-to-cope-with-worst-in-the-country-outbreak-83965509745 Podcasts: 5. COVID in Indian country https://crooked.com/podcast/covid-in-indian-country/	<ul style="list-style-type: none"> • <i>Discussion Board</i>
12 11/17/20	Food Insecurity and covid-19 Essential Workers and COVID-19	Readings: 1. 'A Perfect Storm': US facing hunger crisis as demand for food banks soars 2. Detroit food banks overrun by coronavirus demand 3. America's poorest children won't get nutritious meals with school cafeterias closed due to the coronavirus Podcast: 4. Hunger in the Time of COVID-19: "Everybody Just Wants These Kids to Be Fed": https://www.pbs.org/wgbh/frontline/article/hunger-in-the-time-of-covid-19-everybody-just-wants-these-kids-to-be-fed/ Videos: 5. A Nation Divided: Food Insecurity in America: https://www.youtube.com/watch?v=9ftO-WX6xa8	<ul style="list-style-type: none"> • <i>Discussion Board</i>

Week & Date	Class Topic	Asynchronous Work Before Class Reversing Extreme Inequality''	Assignments to do or turn in before class
13 11/24/20 NO Class: T-day Break	Unemployment & Economic Impacts of COVID-19 Pt. 1	Readings: 1. 'We Have Lost It All': The Shock Felt by Millions of Unemployed Americans 2. 3.3 Million File Unemployment Claims, Shattering Records Video: 3. Coronavirus is closing daycares; child care providers worry they may never reopen	
14 12/1/20	Unemployment & Economic Impacts of COVID-19 Pt. 2 Include 11/24 rding/pocasts	Readings: 1. A Gloomy Prediction on How Much Poverty Could Rise 2. An 'Avalanche of Evictions' Could Be Bearing Down on America's Renters 3. For Families Already Stretched to the Limit, the Pandemic Is a Disaster Podcasts: Include 11/24 rding/pocasts 4. Urban Institute-#49 How Can We Alleviate Economic Insecurity During The Pandemic? https://www.urban.org/criticalvalue/49-how-can-we-alleviate-economic-insecurity-during-pandemic	•
15 12/8/20	LAST DAY OF CLASS Future Implications for Reversing Extreme Inequality & Social Work	Readings: 1. Building a New Normal: Strategic Actions for Health Equity in a Post Pandemic World 2. Social change map- reflections discussion (get from 560 course)	• Assignment 5: Final Project Due 12/6/20- other students view
16 12/14/20	Exam Period NO CLASS		