



Course title:	Social Work and Social Justice: Grand Challenges Edition	
Course #/term:	SW504, Section 5,* Fall 2020	
Time and place:	Online – Asynchronous/Synchronous (Required Live Zoom Class Discussion: Tuesdays, 10-11:30am)	
Credit hours:	3	
Prerequisites:	None	
Instructor:	Grace Helms Kotre, MSW	
Pronouns:	She/Her/Hers	
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	You may expect a response within 24 hours	
Office hours:	Online – Mondays and by appointment	

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

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 objectives and competencies

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

1. Describe community and organizational **work for social change**.
2. Demonstrate **knowledge and skills for working for justice, enacting critical consciousness**, and engaging and addressing issues of **power and diversity**. (4.2, 4.3, 4.6, 4.7)
3. Describe the **dynamics of difference and dominance/oppression** and how they impact human functioning and social relations within and across diverse groups. (4.1, 4.5)
4. Describe how **structural differences in society are shaped by historical, psychological, social, and political factors**. (4.1, 4.5)
5. Demonstrate knowledge of **social locations, constructions, processes, and identities** and the **diversity** within these. This includes increased knowledge about the forces that shape complex selves, relationships, and worldviews. (4.2, 4.3)
6. Demonstrate skills in critical **contextual thinking**, applying multiple theories and frameworks to illuminate underlying assumptions, biases and possible opportunities, and engaging in praxis.
7. Demonstrate awareness of the **sources of power, how to mobilize power** towards positive change, and ways to challenge oppressive assumptions, biases, and prejudices (4.2, 4.3)
8. Describe methods for **continuing a life long process** of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society. (4.2, 4.4, 4.6, 4.7)

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**, 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.

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

This course integrates PODS content and skills with a special emphasis on the **identification of practice, theories and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge**. Through the use of a variety of instructional methods, this course will support students developing a **vision of social justice**, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply **intersectionality** and **intercultural frameworks** and strengthen **critical consciousness, self-knowledge and self-awareness** to facilitate PODS learning.

2. Class Requirements

a. Text and class materials

We will not be using one primary text for this course. Instead, various resources will be provided on Canvas. Resources will include scholarly and popular articles, book chapters, podcasts, videos, interviews, etc. In order to fully engage in this course, it is expected that students read/watch/listen to all required resources prior to the class period for which they are assigned. Live Zoom class discussions will integrate content from all required resources. Please come prepared to fully engage in these discussions.

b. Class schedule

Please keep this weekly schedule for our course in mind:

WED (Day 1)	THURS (Day 2)	FRI (Day 3)	SAT/SUN (Days 4-5)	MON (Day 6)	TUES (Day 7)
12pm Weekly content posted in Canvas		9-10am Office Hours (or by appt.)		12pm Due: Journal post in Canvas	10-11:30am Live Zoom Class Disc.

Below is the course schedule by topic, subject to change. It is the students' responsibility to keep up with changes posted or announced. Weekly resources will be accessible in Canvas two weeks in advance of the class discussion date.

Date	“Reversing Extreme Inequality” Topic	Due
Week 1: 9/2 – 9/8	Course Overview, Contemplative Practices for Critical Social Justice Engagement	<ul style="list-style-type: none"> • Resources in Canvas • Journal #1
Week 2: 9/9 – 9/15	Race, Class, Gender... Intersectionality & Positionality	<ul style="list-style-type: none"> • Resources in Canvas • Journal #2 • <i>DUE 9/15: QCCQ Discussion Sign-up</i>
Week 3: 9/16 – 9/22	Race, Health, & Socioeconomic Status	<ul style="list-style-type: none"> • Resources in Canvas • Journal #3
Week 4: 9/23 – 9/29	Intersectionality of Education & Socioeconomic Status	<ul style="list-style-type: none"> • Resources in Canvas • Journal #4
Week 5: 9/30 – 10/6	Barriers for Immigrant and Undocumented Populations	<ul style="list-style-type: none"> • Resources in Canvas • Journal #5
Week 6: 10/7 – 10/13	Access to Public Transportation and Socioeconomic Status	<ul style="list-style-type: none"> • Resources in Canvas • Journal #6
Week 7: 10/14 – 10/20	Environmental Health Impacts and Socioeconomic Status	<ul style="list-style-type: none"> • Resources in Canvas • Journal #7 • Mid-Term Survey
Week 8: 10/21 – 10/27	Policing, Mass Incarceration, & Economic Inequality	<ul style="list-style-type: none"> • Resources in Canvas • Journal #8
Week 9: 10/28 – 11/3 11/3 NO CLASS*	Implications of Socioeconomic Status for Voting	<ul style="list-style-type: none"> • Resources in Canvas • Journal #9
Week 10: 11/4 – 11/10	Housing Disparities & Discrimination	<ul style="list-style-type: none"> • Resources in Canvas • Journal #10
Week 11: 11/11 – 11/17	COVID-19 Impact on Indigenous Populations	<ul style="list-style-type: none"> • Resources in Canvas • Journal #11

Week 12-13: 11/18 – 12/1 INCLUDES BREAK**	COVID-19 Impact on Essential Workers & Unemployment	<ul style="list-style-type: none"> Resources in Canvas Journal #12
Week 14: 12/2 – 12/8 (Classes end on 12/8)	Future Implications for Reversing Extreme Inequality & Social Work	<ul style="list-style-type: none"> Resources in Canvas Journal #13 <i>DUE 12/9: Final Project</i>

***Live Zoom Class Discussion will not be held on Nov. 3, 2020 to facilitate your active participation in the election.** In a democracy, a government is chosen by voting to elect representatives to make policy and enforce laws while representing the citizens. The University of Michigan encourages eligible students to exercise their right to vote, and students of all citizenship backgrounds to actively engage in issues of public concern. When more people participate, a broader array of perspectives is represented in policies and laws that impact our country, society, and the world. Find more information and register to vote at govote.umich.edu.

**Due to the November Break (11/21-11/29), content for Weeks 12-13 will be posted on 11/18, but your weekly Journal post won't be due until 11/30, and the next live Zoom class discussion will be held on 12/1.)

c. Assignments

Assignments must be submitted in Canvas by the date and time specified below. A late penalty of 10% will be applied immediately after the assignment due date/time. Please be in touch with the instructor directly if you are having any problems completing or submitting the assignment *before* it is due.

	Assignment/Course Component	Due date	Points	% of grade
1	Participation in Live Zoom Class Discussions	Weekly	144	48%
2	Weekly Journal	Weekly	52	17%
3	Lead a QCCQ-Based Discussion	Various	35	12%
4	Final Project (2 options)	12/9/20	69	23%
TOTAL			300	100%

Assignment Descriptions:

1. Participation in Live Zoom Class Discussions: See “Attendance and class participation” below.

2. Weekly Journal: Critical self-reflection is central to the objectives of this course. You will be asked to regularly explore your inner experience related to weekly resources in a brief (one-page) journal entry. There will be 13 required journal posts each worth 4 points. See Canvas for more information.

3. Lead a QCCQ-Based Discussion: In small groups, 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. See Canvas for more information.

4. Final Project Options (choose one) –

- **Option A. Life Trajectory Profile** (69 points): Conduct an in-depth interview with a family member, friend, or colleague to document their lived experience related to socioeconomic privilege and oppression. Write a creative profile article (think e-magazine feature) to thoughtfully share their story. See Canvas for more information.
- **Option B. Lightening Talk** (69 points): Prepare and record yourself giving a “lightening talk” (15-18 mins, TEDx style) on a course topic that is of particular interest to you. Tell the story of your topic in a compelling, personal way. See Canvas for more information.

d. Attendance and class participation

Participation: Students are expected to attend class (see [Policy on Class Attendance](#)). You will notice in the assignments chart above that participation is weighted heavily in this course. Each of our 12 live Zoom class discussions is worth 12 participation points. Full points will be awarded for being present for the entire class period, active participation in small and large group discussions, and engagement in all activities. Completing the assigned weekly resources (including articles, podcasts, videos, activities, etc.) is required for successful participation in class discussions. Plan to sign into Zoom a few minutes before the start of class so that we can begin on time. Please have your **video on** to facilitate connection in our classroom community (if this poses a problem for you, please let the instructor know). If you need to leave class early or arrive late, alert the instructor ahead of time.

Recording of Live Sessions: Live Zoom Class Discussions **will not be recorded.** (See Make-Ups below for what to do about missing a class.) Students **may not record** or distribute any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

Make-Ups: If you are not able to participate in our live Zoom class discussions for any reason, please be in touch with the instructor ahead of the class period you will miss (unless it is an emergency in which case you should contact the instructor ASAP). If the absence is excused, you'll be invited to submit a supplementary assignment to make up participation points for the week. An unexcused absence results in a grade of 0/12 participation points for that week. (Communication is key! I am committed to supporting each student's success in this class. Let's work together to make sure everything goes smoothly.)

Feedback: As your active participation is required for a successful learning experience in this course, it is critical that you share any barriers to your engagement. You are a co-creator of this course – your ideas and feedback will help to shape the course as it is unfolding. Please share feedback with the instructor directly (via email, in Canvas messages, during live class or in office hours) at any point in the semester. Additionally, you will be invited to submit a mid-term survey to share your feedback more formally and anonymously.

e. Grading

A rubric for each assignment is available in Canvas. I do my best to update your grades in Canvas so you can regularly track your own success. Canvas has limitations and may not always reflect your current course grade. You should always use the grading scale provided in this syllabus to help you estimate your final course grade.

Grading Distributions:

97-100%	A+	84-86%	B	70-73%	C-
94-96%	A	80-83%	B-	67-69%	D+
90-93%	A-	77-79%	C+	64-66%	D
87-89%	B+	74-76%	C	60-63%	D-

Late Assignments: All assignments must be turned in on time. Late submissions to Canvas will be penalized at a rate of 10% per day – and that penalty is incurred immediately following the specific day/time the assignment was due. Alternate due dates without loss of points may be considered when you talk to me about extenuating circumstances in advance or, in the event of serious illness, injury, or life event, as soon as possible.

In addition, please review the following MSW Student Guide policies:

- [Grades in Academic Courses and in Field Instruction](#)
- [Policy for Grading in Special Circumstances](#)
- [Student Grievance Procedures](#)

f. COVID-19 Statement

FYI – the following statement is required in every syllabus, but it does not pertain to this course directly because we are meeting entirely online.

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](#).

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

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*

- *Proper use of names and pronouns*
 - *Accommodations for students with disabilities*
 - *Religious/spiritual observances*
 - *Military deployment*
 - *Writing skills and expectations*
 - *Academic integrity and plagiarism*
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ADDED for Annual Activity Report – Course Reading List from Canvas

WEEK 1: Course Overview, Contemplative Practices for Critical Social Justice Engagement

- Sensoy, O., & DiAngelo, R. J. (2017). How to Engage Constructively in Courses That Take a Critical Social Justice Approach. In *Is everyone really equal? An introduction to key concepts in social justice education* (Second Edition) (pp. 28-47). Teachers College Press.
- [Interrupting Bias: Calling Out vs. Calling In, *Seed the Way*](#)
- Wong, Y.-L. R. (2019). Mindfulness and social work. In M. Payne & E. Reith-Hall (Eds.), *The Routledge Handbook of Social Work Theory* (1st ed., pp. 256–267). Routledge. <https://doi.org/10.4324/9781315211053-23>
- [Waking Up to All of Ourselves, *ICEA Journal*](#)
- [The Inner Work of Racial Justice by Rhonda Magee \(22 min\), *Wisdom 2.0*](#)
- [Trauma & Social Justice: Why We Can't Talk About One Without Including the Other, *HalaKhouri.com*](#)
- [Basic Mindfulness Check-In \(8 min\), *Beth Berila*](#)
- [Tree of Contemplative Practices, *CMind*](#)
- [Movement Building Practice: Stance, Breath, and Awareness, *MovetoEndViolence.org*](#)

WEEK 2: Race, Class, Gender... Intersectionality & Positionality

- Tatum, B. D. (2017). The Complexity of Identity, “Who am I?” In *Why Are All the Black Kids Sitting Together in the Cafeteria? and Other Conversations about Race* (pp. 101-108). New York: Basic Books.
- Sensoy, O., & DiAngelo, R. J. (2017). Understanding Intersectionality through Classism. In *Is everyone really equal? An introduction to key concepts in social justice education* (Second Edition) (pp. 173-201). Teachers College Press.
- [Economic Inequality Across Gender Diversity, *Inequality.org*](#)
- [What is Privilege? \(4 mins\), *BuzzFeed.com*](#)
- [The Urgency of Intersectionality, Kimberlé Crenshaw \(19 mins\), *TEDWomen 2016*](#)
- [Michigan in Color: Our Sacrifice, Our Shame, *The Michigan Daily*](#)
- Doyle, G. (2020). *Racist*. In *Untamed*. The Dial Press.
- [Social Justice Definitions List, *Racial Equity Tools*](#)

WEEK 3: Race, Health, & Socioeconomic Status

- [Unnatural Causes - Episode 1: In Sickness and in Wealth \(57 min\), PBS](#)
- [Toward a Cure: Cities Declare Racism a Public Health Crisis, YES!](#)
- [Community Self-Love During Coronavirus, YES!](#)
- [Many Latinos Couldn't Stay Home. Now Virus Cases Are Soaring in their Communities, The New York Times](#)
- [Zip Codes Matter \(5 min\), Cornell University](#)
- Hines, A. L., Yeh, H.-C., & Gudzone, K. A. (2020). Stress-related outcomes after a period of unrest in two low-income African American communities. *Journal of Health Care for the Poor and Underserved*, 31(1), 287–300.
<https://doi.org/10.1353/hpu.2020.0023>
- [Why the coronavirus is so deadly for black America \(80 min\), The Ezra Klein Show](#)
- [Settling Practice: Mindfulness Meditation, RuthKing.net](#)

WEEK 4: Intersectionality of Education & Socioeconomic Status

- [Home School \(50 min\), Reveal](#)
- [Some Students Should Go to School, Most Should Stay Home, Medium](#)
- [Education is a fundamental right, appeals court rules in Detroit case, Bridge Michigan](#)
- [The link between racist, anti-black policing and racist, anti-black education \(6 min\), Scholar Strike](#)
- [Daycare Cost, USA Today](#)
- [Pedro Noguera - How do schools promote equity among students? \(6 mins\), NYU Steinhardt](#)
- [Growing a School – And a Dream, Metro Parent](#)
- [Student Debt: On What We Owe \(8 min\), Canopy](#)
- [Op Ed: Policing is a Public Health Issue, The Michigan Daily](#)

WEEK 5: Barriers for Immigrant & Undocumented Populations

Case Study 1: Barriers & Hardships of Immigration:

- [Between Borders: American Migrant Crisis \(25 min\), The New York Times](#)
- [The hidden life of an undocumented US immigrant \(2 min\), AFP News Agency](#)
- [Five Ways the “Public Charge” Rule Is Affecting Immigrants in America, Urban Institute](#)
- [In Montana, A Liberian Refugee Mounts A U.S. Senate Challenge, NPR](#)
- [From Refugee To U.S. Citizen: A Former Lost Girl Looks Back, UNICEF USA](#)
- [Supreme Court Rules For DREAMers, Against Trump, NPR](#)

Case Study 2: COVID-19 & Immigration Status

- [COVID Without Papers \(32 min\), America Dissected](#)
- [‘You Can Either Be A Survivor Or Die’: COVID-19 Cases Surge In ICE Detention \(4 min\), NPR](#)
- [Why A Historic Wave Of Latino Prosperity Is Under Threat Now, NPR](#)
- [College Made Them Feel Equal. The Virus Exposed How Unequal Their Lives Are, The New York Times](#)

WEEK 6: Access to Public Transportation & Socioeconomic Status

- [Barriers, Stereotypes Block Transit Options in Metro Detroit, WDET](#)
- [Where Commuting is Out of Control, CityLab](#)
- [Stranded: How America's Failing Public Transportation Increases Inequality, The Atlantic](#)
- [Funded And Affordable: Should Public Transit Be Free? \(47 min\), NPR](#)
- [Washtenaw County lawmakers 'dismayed' after regional transit efforts stall in Lansing, MLive](#)
- [The Power of Transportation to Transform Communities, Allison Billings \(17 min\), TEDxCharlotte](#)

Case Study: Public Transit in a Pandemic

- [Social Distancing is a Privilege, The New York Times](#)
- [Rolling Through a Pandemic, The New York Times](#)

WEEK 7: Environmental Health Impacts & Socioeconomic Status

- [What is Environmental Racism? \(3 min\), Al Jazeera](#)
- [5 Things to Know About Communities of Color and Environmental Justice, Center for American Progress](#)
- Mohai, P., & Saha, R. (2015). Which came first, people or pollution? A review of theory and evidence from longitudinal environmental justice studies. *Environmental Research Letters*, 10(12), 125011. <https://doi.org/10.1088/1748-9326/10/12/125011>
- [As Rising Heat Bakes U.S. Cities, The Poor Often Feel It Most, NPR](#)
- ['They're Killing Us' Texas Residents say of Trump Rollbacks, AP News](#)
- [Meet the 18-Year-Old Championing Indigenous Rights in Alaska, YES!](#)
- ['We won': Environmental activists claim victory after Detroit incinerator closes, Energy News Network](#)

CASE STUDY: Flint Water Crisis

- [Flint Michigan Residents Are Still Fighting For Clean Water, 5 Years Later \(20 min\), Today](#)
- [Flint Activist On Water Crisis \(3 min\), NPR](#)
- [The Goldman Prize missed the black heroes of Flint — just like the media did, Grist](#)
- [Michigan to Pay \\$600 Million to Victims of Flint Water Crisis, The New York Times](#)

CASE STUDY: Environment, Health, Class, and COVID-19

- [In the Shadows of America's Smokestacks, Virus is One More Deadly Risk, The New York Times](#)
- [Environmental Justice & COVID19 \(28 min\), America Dissected](#)
- [Into Dirty Air \(28 min\), Into America](#)

WEEK 8: Policing, Mass Incarceration, & Economic Inequality

- Hinton, E. K. (2016). Racism in America. In *From the war on poverty to the war on crime: The making of mass incarceration in America* (pp. 98-106). Harvard University Press.

- [The issue with 'All Lives Matter,' explained \(3 min\), ABC](#)
- [Pathways to Prison \(57 min\), PBS](#)
- [How Much Do We Need the Police?, Code Switch NPR](#)

CASE STUDY: Alternatives to Policing & Mass Incarceration

- [The Case for Defunding the Police \(26 min\), The New York Times](#)
- [How Social Workers Like Me Can — And Do — Deescalate Dangerous Situations Every Day, HuffPost](#)
- [Norwegian Prison \(9 min\), Michael Moore](#)
- [University of Michigan 2020 BLM Mass Incarceration Newsletter, UM Carceral State Project](#)
- [Police Free Penn \(10 min\), Scholar Strike](#)

CASE STUDY: Formerly Incarcerated

- [Nowhere to Go: Homelessness among formerly incarcerated people, Prison Policy Initiative](#)
- [Restorative Welcome and Re-entry Circle \(14 min\), Oakland USD & Restorative Justice for Oakland Youth](#)
- [James Baraz and Vinny Ferraro on "Loving Ourselves" \(5 min\), Awakening Joy](#)

WEEK 9: Implications of Socioeconomic Status for Voting

- [Rigged: The Voter Suppression Playbook \(72 min\), American Issues Initiative](#)
- [Voting and Income, Econofact](#)
- [Nearly Three Million Voter Registration Applications Mailed to Low Income Voters, ACLU](#)
- [Voting is Social Work, The New Social Worker](#)

CASE STUDY: Populations Denied Voting Rights

- [Unforgiven \(7 min\), Time](#)
- [Voter Suppression in 2020, ACLU](#)
- [Into Black Women and the 19th Amendment \(30 min\), Into America](#)

WEEK 10: Housing Disparities & Discrimination

CASE STUDY: Housing Policy Discrimination Then & Now

- [The Case for Reparations, Ta’Nehisi Coates, The Atlantic](#)
- [The Story of the Contract Buyers League \(10 min\), The Atlantic](#)
- [Housing Segregation and Redlining in America: A Short History \(7 min\), NPR](#)
- [The Lost Indigenous Housing Designs, YES!](#)
- [Next Stop for Retired School Buses: Tiny Houses for Homeless Families, YES!](#)
- [Who is affected by housing affordability in Ann Arbor? County workers \(2.5 min\), Michigan Online](#)
- [North Dakota fair housing group reports uptick in discrimination based on disability, Grand Forks Herald](#)

Additional Resources (OPTIONAL):

- [The 1619 Project on The Wealth Gap, The New York Times](#)

- [She's 91 and Is Being Kicked Out of Her Apartment, *The New York Times*](#)
- [Fight discrimination – Support fair housing testing programs \(3 min\), *National Fair Housing Alliance*](#)

WEEK 11: COVID-19 Impact on Indigenous Populations

- [Pandemic Highlights Deep-Rooted Problems in Indian Health Service, *The New York Times*](#)
- [A Hospital's Secret Coronavirus Policy Separated Native American Mothers From Their Newborns, *ProPublica*](#)
- [COVID-19 data on Native Americans is 'a national disgrace.' This scientist is fighting to be counted, *Science*](#)
- [Community Care: An Indigenous Response to Coronavirus, *YES!*](#)

CASE STUDY: Navajo Nation (Diné)

- [Navajo Nation struggling to cope with worst-in-the-country outbreak \(3 min\), *MSNBC*](#)
- [Checkpoints, Curfews, Airlifts: Violence Rips through Navajo Nation, *The New York Times*](#)
- [COVID in Indian Country \(36 min\), *America Dissected*](#)

WEEK 12-13: COVID-19 Impact on Essential Workers & Unemployment

- [Essential Workers \(9 min\), *NPR*](#)
- [Responding to the COVID-19 Crisis: Treating Essential Workers As Truly Essential \(28 min\), *Urban Institute*](#)
- ['We're not disposable': Agricultural workers demand COVID-19 protections from state, *The News & Observer*](#)
- [Don't Blame Econ 101 for the Plight of Essential Workers, *The Atlantic*](#)
- [Nannies Tell the Truth About Working During the Coronavirus, *The Cut*](#)

CASE STUDY: Unemployment & COVID-19

- [Economic Fallout From COVID-19 Continues To Hit Lower-Income Americans the Hardest, *Pew Research Center*](#)
- [For Families Already Stretched to the Limit, the Pandemic Is a Disaster, *The New York Times*](#)
- [Chimamanda Adichie on "The Danger of A Single Story" \(18 min\), *TEDGlobal 2009*](#)

WEEK 14: Future Implications for Reversing Extreme Inequality & Social Work

CASE STUDY: Social Work Grand Challenges

- [Reversing Extreme Inequality, *American Academy of Social Work and Social Welfare*](#)
- [Grand Challenges for Social Work, *Social Work Today*](#)

Big Picture: Worsening Income Inequality

- [US Inequality Worsens, Widening To A New Gap, *NPR*](#)
- [It's Been Another Decade of Income Inequality in the U.S., *NPR*](#)
- ["I'm gonna lose everything," *The Washington Post*](#)

- [The Crisis Could Widen Gaps Between Rich and Poor Neighborhoods \(3 min\), *Chicago Booth Review*](#)

What We Can Do

- [Grace Lee Boggs \(25 min\), *Bill Moyers Journal*](#)
- [Building a New Normal: Strategic Actions for Health Equity in a Post Pandemic World, *UM School of Public Health*](#)
- [11 Better Ideas for a Country in Need of Social Change, *YES!*](#)