



Course title:	Diversity and Social Justice in Social Work	
Course #/term:	SW 504 Section 013(24374) Fall 2020	
Time and place:	Wednesdays 9:00-12:00 [Room B760 SSW] Note: course is hybrid In person dates are listed in the calendar below. All classes will have a virtual option.	
Credit hours:	3	
Instructor:	Rick Barinbaum, LMSW	
Pronouns:	[He, Him, His, They/Them]	
Contact info:	Email: barinbau@umich.edu	Phone: 718 757 6624
	You may expect a response within 24-48 hours	
Office:	SSWB 2738 (note: not physically in the office this fall)	
Office hours:	By appointment	

1. Course Statement

a. Course description

This required foundation course is designed to increase students' awareness, knowledge, and critical skills related to diversity, human rights, social and economic justice. The topics of this course include 1) developing a framework for engaging diversity and differences in social work practice and 2) advancing human rights and social and economic justice. We will explore the knowledge base that underlies skills needed to work towards justice. These include types and sources of power, multiple social locations, social constructions, social processes, social identities, conflicts, and how all these interact. A major emphasis is on developing skills in critical contextual thinking and analyses, and in praxis, learning to use knowledge and theory to recognize

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

b. Course content

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

c. Course objectives and competencies

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

1. Describe community and organizational work for social change.
2. Demonstrate knowledge and skills for working for justice, enacting critical consciousness, and engaging and addressing issues of power and diversity. (4.2, 4.3, 4.6, 4.7)
3. Describe the dynamics of difference and dominance/oppression and how they impact human functioning and social relations within and across diverse groups. (4.1, 4.5)
4. Describe how structural differences in society are shaped by historical, psychological, social, and political factors. (4.1, 4.5)
5. Demonstrate knowledge of social locations, constructions, processes, and identities and the diversity within these. This includes increased knowledge about the forces that shape complex selves, relationships, and worldviews. (4.2, 4.3)
6. Demonstrate skills in critical contextual thinking, applying multiple theories and frameworks to illuminate underlying assumptions, biases and possible opportunities, and engaging in praxis.

7. Demonstrate awareness of the sources of power, how to mobilize power towards positive change, and ways to challenge oppressive assumptions, biases, and prejudices (4.2, 4.3)

8. Describe methods for continuing a life long process of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society. (4.2, 4.4, 4.6, 4.7)

d. Course design

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

This course uses an engaged-learning approach using a myriad of pedagogical strategies that may include: remote class discussions, small group work, experiential exercises, case examples, written assignments, guest speaker(s), role-plays, and other activities in order to facilitate understanding of the course content and to promote skill development. The class will include asynchronous and synchronous class content.

Given the COVID-19 context and the fact that this is a virtual course, below you will find an elaborated version of anticipated workload every week, especially regarding how you are expected to engage in the flipped classroom format.

All assignments are expected to be submitted via Canvas

e. Curricular themes

Theme: Relation to Multiculturalism & Diversity. Multiculturalism and diversity is addressed from the perspective of critically considering how diverse dimensions (such as ability; age; class; color; culture; race/ethnicity; family structure; gender - including gender identity and gender expression; marital status; national origin; race; religion, spirituality or worldview; sex; and sexual orientation) are socially constructed, embedded in societal structures across system levels, and maintained through social processes and intra and interpersonal relationships and schemas.

Theme: Relation to Social Justice: Social justice is addressed from the perspective of critically analyzing theories and conceptualizations of justice, current trends and ethical issues and their implications for promoting social justice and social change, by considering the influence of normative rules and conditions. Additional focus will be directed towards how structural and institutional conditions affect the opportunities and well being of different populations (advantaged and disadvantaged groups) in society.

Theme: Relation to Promotion, Prevention, Treatment & Rehabilitation: This theme is addressed from the perspective of critically considering how varied ideological, theoretical and empirical perspectives influence the definition of social problems and, subsequently, the ways in which institutional policies and practices address access, promotion, prevention, treatment, and rehabilitation.

Theme: Relation to Behavioral and Social Science Research: This theme will be reflected in the theory, social science literature and research covered characterizing and analyzing macro-level structures, processes and their bearing and implications for the well-being of different vulnerable and disadvantaged groups and populations in society, as well as how marginalized groups exert agency and influence society.

f. Relationship to social work ethics and values

The NASW Code of Ethics will be used to give students direction about ethical issues as they relate to the experience of marginalized groups. The course will focus on social workers' responsibility as professionals to promote general welfare by working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

g. Intensive focus on PODS

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

2. Class Requirements

Text and class materials

All materials will be made available through Canvas. Those materials may include but are not limited to book chapters, pertinent news articles and/or social media publications, podcasts, recorded lectures, and other sources distributed to students (via Canvas). There may also be invited speakers, supplemental videos and social media references to support and add value to your educational experience and undergird your knowledge of course content.

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, unless noted specifically on Canvas or the Syl. Additional readings may be assigned throughout the semester, and will be posted on Canvas with at least one week's notice.

a. Class schedule

Synchronous items involve live class/zoom and asynchronous items involve work on your own time (reading, watching, doing). Asynchronous items should be completed **prior** to the live class time to engage in discussion.

The schedule below shows the dates that the class will meet in person. **The content of this syllabus will change once the semester begins.**

In person classes will begin at 9:10
Zoom classes will begin at 9:10 am.

Date	Class Content	Media(Due the day of class)	Assignments Due
Week 1 9/2/20 In person	Unit 1: Foundations of Oppression Syl Social Justice Topics Develop contract/norms	Video: -Power and Knowledge -Cooperative Learning Reading: -making-space-for-them her-him-and-prefer-not-to-disclose-in-group	

<p>Week 2 9/9/20</p>	<p>Develop contract/norms Common terms/language Current events</p>	<p>Reading:</p> <p>-“Untamed” by Glennon Doyle: Racists:</p> <p>-The False Promise of Anti-racism Books</p> <p>-Talking when talking is tough</p> <p>-Dying of Whiteness(introduction)</p> <p>-NASW Code of Ethics</p> <p>Podcasts:</p> <p>-Cape Up with Jonathan Capehart: The author of ‘White Fragility’ doesn’t think ‘most white people care about racial injustice</p> <p>-Unlocking Us with Brené Brown: René with Austin Channing Brown on I’m Still Here: Black Dignity in a World Made for Whiteness</p>	<p>-Reflection #1 -https://www.racialequitytools.org/home</p> <p>-Watch Understanding and Engaging Microaggressions.</p>
<p>Week 3 9/16/20</p>	<p>Intersectionality Current events Covid 19 and inequality Essential Workers and COVID-19</p>	<p>Reading: So you want to talk about Race, Chapter 4</p> <p>Anti-Essentialism and Intersectionality_ Tools</p> <p>Crenshaw, K. (2015). Why intersectionality can’t wait mapping-margins</p>	<p>Post articles on Discussion Board</p>

		<p>Social Distancing is a Privilege</p> <p>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>Nannies Tell the Truth About Working During the Coronavirus</p> <p>How Millions of Women Became the Most Essential Workers in America</p> <p>Don't Blame Econ 101 for the Plight of Essential Workers</p> <p>How millions of women became the most essential workers in America: https://www.nytimes.com/2020/04/18/us/coronavirus-women-essential-workers.html</p> <p>Podcasts:</p> <p>Essential Workers: https://www.npr.org/2020/04/30/848829948/essential-workers</p>	
<p>Week 4 9/23/20 In person</p>	<p>Unit II: Critical Theory, and Architecture of Identities CRT Current events Food Insecurity and covid-19</p>	<p>Reading: CRITICAL_RACE_THEORY_AND_THE_C (1).pdf</p>	<p>Reflection #2 Post articles on Discussion Board</p>

	<p>Race, Health, & Socioeconomic Status</p>	<p>(note; scanned PDF is not screen reader compatible, but full text is available when signed into the UM Library system) Abrams, L. S., & Moio, J. A. (2009). Critical race theory and the cultural competence dilemma in social work education.</p> <p>Crenshaw, K., Gotanda, N., Peller, G. & Thomas, K. (Eds). (1995). Critical race theory: The key writings that formed the movement. New York: The New Press. (Chapters 1, 2 and 8).</p> <p>Michigan Daily Op-Ed MSW Students about SW 504 Dec 2019</p> <p>Letter from MSW students demanding transparency and action from our School 3</p> <p>Letter from Doctoral Student Organization Stance on DEI</p> <p>'A Perfect Storm': US facing hunger crisis as demand for food banks soars</p> <p>Detroit food banks overrun by coronavirus demand</p> <p>America's poorest children won't get nutritious meals with</p>
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		<p>school cafeterias closed due to the coronavirus</p> <p>Podcast:</p> <p>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/</p> <p>Video:</p> <p>A Nation Divided: Food Insecurity in America: https://www.youtube.com/watch?v=9ftO-WX6xa8</p> <p>Racism has a cost for everyone</p> <p><i>Recommended Readings:</i></p> <ul style="list-style-type: none"> ○ Chapter 7, intersecting social and cultural determinants of health and well being. 	
<p>Week 5 9/30/20</p>	<p>Queer Theory/Gender -current events</p>	<p>Reading:</p> <p>Chapter 10 Sexual Orientation-Diversity, Oppression and Change</p> <p>Chapter 9, Gender, Diversity, Oppression and Change.pdf</p> <p>Understanding the Well-Being of LGBTQI+ Populations</p>	<p>Post articles on Discussion Board</p>

		<p>Queer theory (Intersecting with race) Cohen, J. Cathy (1997). "Punks, Bulldaggers and Welfare Queens: The Radical Potential of Queer Politics" (PDF). <i>GLQ</i>. 3 (4): 437–465. doi (Links to an external site.):10.1215/10642684-3-4-437.</p> <p>Black Feminist Thought</p> <p>(Choose one) Collins, P. H. (1986). Learning from the outsider within: The sociological significance of black feminist thought. <i>Social Problems</i>, 33(6), s14–s32. doi:10.2307/800672</p> <p>King, D. K. (1988). Multiple jeopardy, multiple consciousness: The context of a black feminist ideology. <i>Signs: Journal of Women in Culture and Society</i>, 14(1), 42–72. doi:10.1086/494491</p> <p>Andrea J. Ritchie. (2017). <i>Invisible no more: Police violence against black women and women of color</i>. Beacon Press, Boston. Chapters 3 and 4, respectively, <i>Policing Girls and Policing (Dis)Ability</i> (Pages 70-88)</p> <p>Tricia Bent-Goodley, Colita Nichols Fairfax & Iris Carlton-LaNey (2017) The significance of African-centered social work for social work practice,</p>	
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		<p>Journal of Human Behavior in the Social Environment, 27:1-2, 1-6, DOI: 10.1080/10911359.2016.1273682 To link to this article: https://doi.org/10.1080/10911359.2016.1273682 (Links to an external site.)</p> <p>Podcast: Invisible no More: Police Violence Against Black Women and Women of Color(npr interview with Andrea J. Ritchie)</p>	
<p>Week 6 10/7/20</p>	<p>Disability -Current events</p>	<p>Reading:</p> <p>Theoretical frameworks--SW practice across disability.pdf</p> <p>28 Ways to Make the World Less Hostile to Mad, Neurodivergent, and Psychiatrically Disabled People</p> <p>Exploring internalized ableism using critical race theory</p>	<p>Reflection #3</p> <p>Post articles on Discussion Board</p>
<p>Week 7 10/14/20 In Person</p>	<p>Unit III: Manifestations of Oppression SJ presentations Current Events</p>	<p>Reading:</p> <p>Everyone Benefits When Police Departments Hire Social Workers (Links to an external site.). By Chief Mike Ward (Ret.). Kentucky.</p>	<p>SJ Paper Post articles on Discussion Board</p>

		<p>“Social Workers Belong in Police Departments” Is an Offensive Statement. (Links to an external site.) By Sheila P. Vakharia (Links to an external site.)</p> <p>An Open Letter to NASW and Allied Organizations on Social Work’s Relationship with Law Enforcement. (Links to an external site.) By Allan J. Dettlaff and Laura Abrams.</p> <p>Lori James-Townes (Aug. 11, 2020). Why Social workers Cannot Work with Police (Links to an external site.). <i>Slate</i>.</p> <p>-TO OUR FELLOW SOCIAL WORKERS: IT’S NEITHER COOPERATE NOR CONDEMN-IT’S “BOTH AND.” LET’S PROCEED WITH COURAGE, CONVICTION AND ACTION</p> <p>-Oluo, chapter 6</p>	
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<p>Week 8 10/21/20</p>	<p>SJ presentations Current Events Housing Disparities & Discrimination</p>	<p>Reading:</p> <p>Why Black and Latino Home Ownership Matter to the Color Line and Multiracial Democracy</p> <p>How Wealthy Towns Keep People With Housing Vouchers Out</p> <p>The Eviction Machine: Neighborhood Instability and Blight in Detroit's Neighborhoods</p> <p>Video:</p> <p>Why Cities are Still so Segregated: https://www.youtube.com/watch?v=O5FBJyqfoLM</p> <p>Podcast:</p> <p>The Weeds: Devaluing black assets https://www.stitcher.com/podcast/voxs-the-weeds/e/68177010</p>	<p>-Digital Digest Topic Due Reflection 4 Due Post articles on Discussion Board</p>
<p>Week 9 10/28/20</p>	<p>SJ presentations Current Events Economic Impacts of Covid</p>	<p>Readings:</p> <p>'We Have Lost It All': The Shock Felt by Millions of Unemployed Americans 3.3 Million File Unemployment Claims, Shattering Records</p> <p>A Gloomy Prediction on How Much Poverty Could Rise</p>	<p>Post articles on Discussion Board</p>

		<p>An ‘Avalanche of Evictions’ Could Be Bearing Down on America’s Renters For Families Already Stretched to the Limit, the Pandemic Is a Disaster</p> <p>Videos: Coronavirus is closing daycares; child care providers worry they may never reopen https://www.usatoday.com/story/news/education/2020/04/05/coronaviru%2525E2%252580%2525A6are-child-care-center-essential-cares-act-unemployment/2946710001/</p> <p>Podcasts: 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</p> <p>Videos: The economic pain of Coronavirus: how families in the DMV are coping https://www.youtube.com/watch?v=CRAgztofMC4</p>	
<p>Week 10 11/4/20 In Person</p>	<p>SJ presentations Current Events Intersectionality of Education & Socioeconomic Status</p>	<p>Read</p> <p>Racial Segregation and School Poverty in the United States, 1999-2016</p>	<p>Post articles on Discussion Board</p>

		<p>Why I Paid \$50,000 for a Year of Child Care</p> <p>Two States. Eight Textbooks. Two American Stories: American History Textbooks Can Differ Across The Country, In Ways That Are Shaded By Partisan Politics. https://www.nytimes.com/interactive/2020/01/12/us/texas-vs-california-history-textbooks.html?smid=tw-nytnational&smtyp=cur</p> <p>Podcasts</p> <p>Segregated Education: https://as.cornell.edu/news/segregated-education</p>	
<p>Week 11 11/11/20</p>	<p>SJ presentations Current Events Barriers for Immigrant and Undocumented Populations</p>	<p>Reading:</p> <p>Latinos Unemployment Hit A Record High From Coronavirus Job Losses</p> <p>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> <p>Video</p> <p>The hidden life of an Undocumented US Immigrant: https://www.youtube.com/watch?v=ZMITmOip3ig</p>	<p>SJ Papers Post articles on Discussion Board</p>

		<p>Between Borders: American Migrant Crisis Times Documentaries The New York Times https://www.youtube.com/watch?v=rxF0t-SMEXA</p> <p>Podcasts:</p> <p>COVID without papers https://crooked.com/podcast/covid-without-papers/</p>	
<p>Week 12 11/18/20</p>	<p>Unit IV: Anti-oppressive social work work practice. -Radical Self Care -Impacts of COVID-19 on Indigenous Populations</p>	<p>Video:</p> <p>Angela Davis, Radical Self Care <u>RADICAL SELF CARE: ANGELA DAVIS</u></p> <p>Podcasts:</p> <p>Brene Brown Podcast: Unlocking Us: Brene on Shame and Accountability , July 1, 2020. (White Guilt, White Shame, White Accountability in Anti-Racist Work) https://brenebrown.com/podcast/brene-on-shame-and-accountability/ (Links to an external site.)</p> <p>Reading: Taking care when you have a disability: https://www.meriahnichols.com/self-care-disability/</p>	<p>-SJ Papers Post articles on Discussion Board</p>

		<p>100 Practice of Radical Self Care 2020. Girltrek. Retrieved August 8th, 2020 from Girltrek.org.https://mcusercontent.com/6aa11fa786466642f2188db2e/files/b0f976a5-31fd-4406-9033-b31620907758/100_Self_Care_Ideas_by_GirlTrek_compressed.pdf (Links to an external site.)</p> <p>Checkpoints, Curfews, Airlifts: Virus Rips Through Navajo Nation</p> <p>Tribal Nations Face Most Severe Crisis in Decades as the Coronavirus ClosesCasinos:https://www.nytimes.com/2020/05/11/us/coronavirus-native-americans-indian-country.html</p> <p>A Hospital's SecretCoronavirusPolicy Separated Native AmericanMothers From Their Newborns</p> <p>Video: Native Americans tribes struggle with coronavirus crisis: https://www.youtube.com/watch?v=_TUc0iDWzfE</p> <p>Podcast:</p>	
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		<p>COVID in Indian country https://crooked.com/podcast/covid-in-indian-country/</p>	
<p>Week 13 11/25.2 0</p>	<p>Values into Action</p>	<p>Pick one of the following readings that pertains to your practice area</p> <p>Social Justice and Social Work, A Fierce Urgency: Recommendations for Social Work Social Justice Pedagogy https://www.tandfonline.com/doi/full/10.1080/10437797.2019.1600443</p> <p>Building a New Normal: Strategic Actions for Health Equity in a Post Pandemic World</p> <p>Read 1 that applies to your practice area: -Chapter 4 Anti-Oppressive Social Work Practice with Individuals.pdf -Chapter 5 Anti-Oppressive Practice with Families.pdf -Chapter 6 Anti-Oppressive Social Work Practice with Groups -Chapter 7 Anti Oppressive Practice Within Organizations -Chapter 8 Anti Oppressive Practice with Communities</p>	<p>-SJ Paper Post articles on Discussion Board</p>

		-Chapter 9 Anti Oppressive Policy Practice	
Week 14 12/4/20	-Wrap up!		Digital Digest Due

b. Assignments

Assignments	Points	%
Reflection Papers X 4	25 each, 100 total	20%
Synchronous Participation	100 points	20%
Engagement in Asynchronous activities	100 points	20%
Social Justice Presentations	100 points	20%
Digital Digest or Life Trajectory	100 points	20%

Reflection Papers: Students are assigned 4 3-to 5-page reflection papers with an additional citation page. Each paper will address several questions that will be announced in class and posted on canvas as will the schedule. You can answer the questions separately or integrate them into a single essay as long as you cover all the points. While the papers will be based on assigned readings and class content, outstanding papers will incorporate external relevant content. No Title Page needed, Double spaced, font size 12, standard margins, include several citations from the reading. Rubric will be posted to Canvas.

Current Events and additional content: Each student will follow current events and post those events on a discussion board in Canvas. Students should be prepared to speak on those current events and bring at least 2 questions for the group that speak to course content and sparks a dialog about their current event. Additionally, there will be asynchronous content assigned to be completed at the students own pace between class sessions.

Exploring Social Justice Issues in the US: Presentation: Students will provide a 50 minute group presentation about a crucial issue that pertains to social justice, including data on disparities, pertinent legal/policy precedents, examples of authentic voices of

people impacted, points of bias, and alternative models, whether international or theoretical. The issues will be identified by the instructor, and the class will be divided into 5 groups for this assignment. Schedule and rubric will be posted to canvas.

Final Assignment: Pick one of the following for your final assignment, either a **Digital Digest** or a **Life Trajectory**

Digital Digest: Students will analyze an issue of social justice or the conditions of a marginalized population or community. Students will design a digital magazine with 10-15 pages of content (excluding front and back cover) that includes:

- A dynamic visual front cover and a table of contents.
- A textual introduction to the issue in the form of a “letter from the editor”.
- A Live-linked resource for further information or services.
- Relevant images (appropriately curated and placed), including screenshots of social media (i.e. Tweets/IG) to capture the essence of public dialogue on the issue.
- A “playlist” of 5-7 songs that provide a fitting musical soundtrack AND a list of 5-7 movies/documentaries that provide context (with attributions).
- A list of at least 5 fiction or non-fiction works and or recent news articles or “think pieces” that provide socio-historical context on the topic with citations/attribution.
- A Feature Story on your theoretical approach or theory of change and how it is applied to the issue
- A “must listen” feature on podcasts (series or episodes) that capture this issue or related concepts. At minimum, each digest will be created off-line and saved as a fully “clickable” PDF with live links. Students wishing to “go the extra mile” are welcome to upload to a digital publishing platform, and share via link for grading and separately, with the class.

Life Trajectory: The purpose of this assignment is to engage with someone for an in-depth conversation (preferably over time) as fully as possible, to understand and document their life experiences. This trajectory should include life factors such as economic stability or instability, generational disadvantages, societal structures, health, wealth, and/or racial and cultural discriminations that have impacted their life. Use examples to emphasize the importance of the Social Work Grand Challenges discussed in this course (reverse extreme inequality). As well as use the power of storytelling to bring their journey to life. Finally, the assignment must include an audio-visual component in the form of artwork, graphics, images, film, timelines, powerpoints slides, or podcast clips (with permission of the interviewee).
Word maximum: 1000 words and 1 Visual Component

c. Attendance and class participation

It is important that you attend each live class session (whether that is in person or virtually) turn on your webcam, engage with other students and live class discussions, complete all asynchronous activities (readings, content, and videos), and submit all assignments in CANVAS. It's understandable that COVID 19 has created challenges for everyone. That said, it is up to each individual student to determine their own risk factors and plan for the semester in a way that is conducive with their own personal situation during the Covid-19 outbreak while still being able to attend class, virtually or in-person. It is requested that all students **turn on webcams** during the class for engagement-purposes and to build our classroom community. Use of a webcam will also be important for our virtual discussions of content and group work. Please let me know if you don't have access to a webcam and/or internet for streaming purposes.

Given the context of remote learning and different environments we are all in, attendance/participation grades for the live class will be managed individually at the discretion of the instructor. Having more than two unexcused absences, in part or in total for any reason, will result in an automatic attendance/participation grade deduction. Email me if there is a conflict with attending a live class time (just as you would for missing an in-person class) and we will troubleshoot accordingly.

Both class attendance and active purposeful participation in class discussion and activities are paramount for the successful completion of this course. As a reflection of this importance, 20% of the final grade will consist of course engagement. This course covers a content domain that is extensive and given the time framework of the course each class moves quickly in discussing information. It is necessary that students attend each class and attend class for the entire time period. Prompt arrival for class is expected; those who arrive late miss important information and disturb others.

Be mindful of the following course policies and considerations:

- (1) Be present at the beginning of class when attendance is recorded and remain for the duration of class.
- (2) The instructor reserves the right to deduct 3% from the student's final grade per unexcused absence and more than three absences will result in a failing grade. This policy is subject to modification should a student experience a life situation that warrants alteration of the policy, such as severe illness, their own or that of an immediate family member, or death in the family. Should any such circumstance occur, request for modification of the attendance policy should be discussed with the instructor as soon as possible and changes will be documented in writing.
- (3) Understanding that some students may encounter a situation that might necessitate missing a class, students should inform the instructor of an absence by email (or voicemail if necessary) at least 24 hours prior to the expected absence or within 24

hours of an unexpected absence arising from an emergency. For more information see the [Policy on Class Attendance](#) found in the MSW Student Guide.

(4) If students are scheduled to present material or lead class discussions on the day of an absence, documentation will be required to prove the necessity of an absence before the student will be allowed to make up that presentation opportunity for points.

(5) In order to be courteous to classmates, cell phone use should be restricted to vibrations—no rings. Students should be discreet in their use of tablets, laptops, and other portable devices for note taking, so as not to disturb the class.

(6) Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students who require audio recording as an accommodation for a diagnosed disability should present the instructor with documentation from the University's Services for Students with Disabilities (SSWD) before the end of the third week of classes.

(7) In addition to attending class, students are expected to arrive prepared to actively participate in their learning process. This includes not simply sitting quietly listening/observing but posing questions & comments to the professor & other students, as well as answering questions & addressing comments posed by the professor & other students during our class discussions. Class participation is more than mere attendance. It is also arriving on time, reading the assigned material, preparing for class, contributing appropriately to class discussions, doing assignments, and participating in class activities and group activities. Participation does not mean you need to talk a lot in class. It is more about bringing a positive learning attitude to the class and being present for each session. Each of us participates differently, and I will strive to honor that diversity among us.

(8) While vocalizing opinions or concerns may be culturally relative, being silent and not actively engaging in class discussions (only learning through listening) is a privilege one cannot often employ in social work practice. Students who are not actively involved in class discussions will not receive full engagement credit/points in this course.

(9) Learning through discussion and the interrogation of multiple diverse sources can be uncomfortable, but the discomfort stemming from respectful, inclusive, and well-facilitated discussion is not a cause for students to feel “unsafe”.

(10) Class will begin “10 after the hour” as stated in the syllabus and schedule of classes.

(11) Please notify your professor, ahead of time, if you have religious/spiritual observances that may prevent you from being present in class, submitting assignments on the due dates so that appropriate arrangements can be made.

(12) Standard inclement weather policies of the university will be followed such that if the university is closed on the day & during the time this class is to meet, there will be no class. If, however, the university is not closed & you still believe the weather to be too inclement for you to safely arrive to class, you are welcome to use one of your allowed absences.

(13) 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 not often be used 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.

(14) Please eat and drink quietly and clean up after yourself.

(15) Please do not bring children or adult guests to this course in person without permission of the instructor ahead of class

(16) Late assignments and rescheduled presentations are not accepted without confirmed medical &/or legal documentation, under any circumstances. Extensions of existing due dates are at the discretion of your professor.

(17) There are no extra credit assignments in this course. Please prepare & study accordingly so that you can do your best, the first time.

(18) Grades will be posted to Canvas within two weeks of assignment due dates, you are strongly encouraged to keep track of your own academic progress, the instructor will not calculate mid-semester grades.

(19) 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.

*NOTE: Students who do not adhere to the stated course policies may be asked to leave class and be marked absent for the session.

Other Policies

Laptop Policy

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

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 microaggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability status, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions. Please bring your best selves to our classroom space.

University Design for Learning

I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our classroom space, activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know! This also means that you are welcome to eat/drink in our class, take breaks/move your body as needed, choose where to sit, etc.

d. Grading

The University of Michigan, School of Social Work, Master's Program is on a 9.0 grading scale, which translates as follows:

A+ -----9.0
A -----8.0
A- -----7.0
B+ -----6.0
B -----5.0
B- -----4.0
C+ -----3.0
C -----2.0
C- ---- 1.0
D ----- 0
E ----- 0

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 that carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

GRADING SCALE (by percentage):

97-100=A+

93-96=A

90-92=A-

87-89=B+

83-86=B

80-82=B-

77-79=C+

73-76=C

70-72=C-

67-69=D+

63-66=D

60-62=D-

The class participation grade is a subjective grade – I will use this matrix to determine the class participation grade:

(0 – 19) Poor Participation	<ul style="list-style-type: none">● Does not attend in-person class sessions● No effort, disruptive, and disrespectful● Uses harmful language in class and does not respect other students' identities
(20-39) Marginal Participation	<ul style="list-style-type: none">● Does not attend 1-2 in-person class sessions● Late most/all in-person class sessions● Little effort, texting or web surfing (irrelevant to course)● Demonstrates infrequent involvement in class or class discussions● Uses harmful language at times in class and sometimes does not respect other students' identities
(40-59) Moderate Participation	<ul style="list-style-type: none">● Late to multiple in-person class sessions● Moderate effort, texting or web surfing on occasion (irrelevant to course)● Knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them● Rarely offers to contribute to discussion, but contributes to a moderate degree when called on● May seem occasionally distracted or uninterested● Uses inclusive language at times and respects other students' identities to an extent

<p>(60-79) Strong Participation</p>	<ul style="list-style-type: none"> ● Rarely late and no in-person class absences ● Engaged in classroom activities only while in the class ● Has clearly read and asks pertinent questions about course material ● Offers interpretations or analysis of course material (more than just facts) to class ● Contributes well to discussion in an ongoing way ● Responds to other students' points, thinks through own points, questions others in a constructive way ● Demonstrates consistent ongoing involvement by active visual and /or verbal engagement ● Uses inclusive language in class and respects other students' identities
<p>(80--100) Excellent Participation</p>	<ul style="list-style-type: none"> ● Consistently on time and no absences ● Engaged in classroom activities only while in the class ● Has analyzed course material exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.) ● Participates actively and equally during in class discussions, and group activities ● Contributes in a very significant way to ongoing discussion keeps discussion focused, responds very thoughtfully to other students' comments, contributes to the cooperative dialogue-building ● Demonstrates ongoing active involvement and active visual and/or verbal engagement ● Always uses inclusive language in class and respects other students' identities

For more information look at [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

e. 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.]

f. 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.

g. 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.

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*