



<b>Course title:</b>	Diversity and Social Justice in Social Work	
<b>Course #/term:</b>	504-20, Fall, 2020	
<b>Time and place:</b>	Thursday, 6pm-9pm, Room: B780 SSWB – Hybrid B group	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	None	
<b>Instructor:</b>	<i>Jennifer Towns, PhD, LMSW</i>	
<b>Pronouns:</b>	She, her, hers	
<b>Contact info:</b>	<b>Email:</b> jktown@umich.edu	<b>Phone:</b> (231)758-2439 (cell)
	You may expect a response within 24 hours	
<b>Office:</b>	3798 SSWB	
<b>Office hours:</b>	By appointment	

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## General Course Statements for SW 504:

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### **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.

### **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 sociocultural arrangements that contribute to them. Additionally, this foundation course will explore 2 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).

### **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 toward 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 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).

### **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.

### **Social Work Curriculum Themes Addressed:**

*“Multiculturalism & Diversity”* is addressed from the perspective of critically considering how diverse dimensions (such as ability; age; class; color; culture; 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.

“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 3 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.

“Promotion, Prevention, Treatment & Rehabilitation” 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.

“Behavioral and Social Science Research” 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.

“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.

“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.

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## Course Specific Expectations

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The purpose of this class is to explore the interconnected causes of oppression and injustice – specifically, extreme inequity. While oppression is fundamental, the way that it manifests and presents itself in today’s society is unique to both groups and individuals. Discussion of oppression and extreme inequity can be overwhelming in its complexity and reality. We will foster a classroom environment of both safety and bravery (see first reading), to ensure that we are not only exploring and analyzing, but having difficult conversations that result in

expectations of change. We cannot take in information and hear experiences without being changed – but what we do with that knowledge and how we change is up to us. We acknowledge that there is not a universal truth – but *your* truth, and exploring that truth in a safe and vulnerable environment is essential for both learning and having a truly educational *experience*. This course demands active engagement and collaboration in a vulnerable and authentic way. Failure to do this will result in inauthentic and surface level conversations, which benefit no one. It is not my goal to teach *at* you, or to have you bring *only* your lived experiences and raw knowledge to the table. While information and experience are real and valid – what we *do* with that information and experience is the key to a successful learning environment. As mentioned before, there is no universal truth. Instead, it is my goal to facilitate conversation and critical analysis that challenge each of us at a visceral level, expecting the same authenticity and emotional vulnerability from all in attendance, to promote tangible growth and awareness. Many of your classmates will be at different levels of lived experiences with the traumas and topics we discuss – we can use this course as a living being – teaching, growing, challenging, and healing together.

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## Class Structure and Requirements

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Each class will be 3 hours long (virtual classes may be shorter to promote active engagement and avoid burn-out). For Face-to-Face meetings, we will have a brief check in and review of the material before breaking into small groups. These small group discussions will be to promote relationship development and mutual respect for other's experience while in the process of dismantling and analyzing hard material. We will then come together for large group or class-wide discussions and large-scale concept critical analysis.

I will also be integrating podcasts, websites, videos, books, articles, etc as a means of expanding beyond the typical textbook format. You will notice that there is no textbook for this course. This is purposeful, as peer-reviewed traditional academic texts can at times be counterproductive to social justice thinking and impede our work to dismantle historically oppressive spaces and places. We will use many different sources for our learning.

- Textbook: None
- Readings, podcasts, videos, etc will be posted in Canvas under the corresponding Week of class. *It is expected that you come to class already having read/watched **all** listed requirements.*

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## Course Policies

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**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](#).

**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.

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

**ELECTRONIC DEVICES:** This semester is unique in its need to rely so heavily on electronic for the delivery and receipt of material and experience. We will use electronic devices as needed to enhance the learning environment. To promote a learning environment that is conducive to active class participation and engagement, the use of electronic devices such as cell phones, headphones and computers (laptop, iPads etc.) are not permitted in the classroom unless specifically required for class. If brought to class, all such devices must be turned OFF and stored (out of sight) during the class period. No text messaging is allowed during class time. These expectations will be enforced, and anyone found using electronic devices during class time will be asked to leave and noted as absent for that class day.

**COURSE CHANGES:** Course topics, assigned readings and/or assignments may change at the professor's discretion. Students will be notified of course changes through Blackboard and updates will be reviewed in class as applicable.

**DISABILITIES/LEARNING ENVIRONMENT/OTHER CONCERNS:** According to university policy, we will provide, on a flexible and individualized basis, reasonable accommodations to students who have on-going disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructor early in the semester

to discuss their individual needs for accommodations. You also must be registered with Academic Services so that official documentation can be obtained to ensure appropriate accommodations.

There are times where an individual or “one-time” accommodation may be needed for more acute issues. It is imperative that you discuss this with your professor immediately, especially if it will impede your ability to participate in the classroom or complete necessary class requirements. At that time, it is up to your professor’s discretion on whether accommodations can be made related to undocumented acute concerns. If it is determined that it may be a long-term or on-going concern, your professor may refer you to Academic Services for guidance and/or documentation for the accommodation required. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact Academic Services to arrange a confidential discussion regarding equitable access and reasonable accommodations.

**ACADEMIC HONESTY & INTEGRITY:** Students are expected to adhere to the University of Michigan Student Code of Conduct and the Academic Integrity Policy. Plagiarism will not be accepted in any form in the class or in assignments. When presenting any information from any source, whether directly quoted or paraphrased, citations are required. Violations of any of the above will result in a grade of zero for assignments affected and a referral to the college judicial system.

Social work majors are also bound by the **NASW Code of Ethics** (see Social Work Student Handbook.) Violation of the **Code of Ethics** is grounds for dismissal from the Social Work Program.

**TIMELINESS OF ASSIGNMENT SUBMISSION:** Assignment due dates are listed on the course schedule. Failure to turn in an assignment as outlined will result in a reduced grade. 10% will automatically be deducted if the assignment is late, with 50% reduction after 2 days late, and no credit if 3 or more days late.

**ATTENDANCE AND PARTICIPATION:** The nature of the learning experience is such that regular attendance and engaged participation is essential. Students are expected to attend class as well as arrive on time and not leave early. As mentioned, participation in class is not limited to attendance. Participation includes attending class, arriving on time and staying the entire class, being prepared for classroom discussion through reading and analysis of assigned readings and/or activities, remaining focused on course content and linking questions and comments to assigned readings as well as to contributions of other students. Sharing and debating ideas and offering solutions are important components. Respect for everyone is expected at all times. You may disagree with the opinions of other students and faculty, but you must respect their contributions to class. Critical thinking, analysis and application of the material to real life situations is a vital part of the social work learning experience.. As always, ongoing communication with your instructor is expected.

**PROFESSIONALISM:** Social work majors are preparing to be professionals and are expected to behave as such in the classroom. Additionally, students from other major disciplines are expected to adhere to these behavioral guidelines:

- a. Participation.** Students are expected to attend class and come prepared to actively engage in the learning process. Self-awareness is crucial so that you know how best to contribute. Learning to be assertive is important to participation.
- b. Respect.** There will be different ideas about the material presented in class. You can argue and disagree but you must do so with respect for your peers and for the instructor.
- c. Responsibility.** Professional behavior includes coming to class on time, turning in assignments when they are due, and following through on commitments.
- d. Confidentiality.** Classes often demand participation and sharing of information or experiences which are personal in nature. It is important that students feel comfortable and

safe in class. Students are expected to adhere to the NASW Code of Ethics and to respect the confidence of their peers.

**ELECTRONIC COMMUNICATION WITH PROFESSOR:** Student email will be answered within 24 hours. It is your responsibility to communicate with me at any point in time. If you are struggling, please reach out so that assistance can be given.

\*\*\*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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## Assignments and Assessment

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### **1. Attendance and participation – 20%**

This course provides material on an on-going and scaffolded format. Each week builds on the week before, and the knowledge/discussion/critical analysis will be carried from one week to the next. Because of this, it is imperative that you attend class. Should something known prevent you from attending, please notify me at least 24 hours in advance of expected absence, or within 24 hours of unexpected absence, and we will discuss options for making up that time. While “attendance” is rather obvious, there are additional expectations for participation. Participation requirements extend beyond “showing up” and encompass the aforementioned vulnerability, self-reflection, bravery. Participation mandates critical analysis and application of the material within the classroom, which contributes to the overall discussions and class atmosphere.

### **2. Reflection Journals– 30%**

You will write a 3-5-page ‘journal entry’ style reflection paper three times (each worth 10%), due on the dates listed below. Papers should be self-reflective and written in first person, and citations are not required. This is legitimately a journal entry that provides significant self-reflection. I am expecting to read about your concerns, biases, privileges, fears, the moments (in or out of class) that have made you feel angry/confused/guilty, the existential questions that have arisen as you realize how broken humanity is, etc. I do not want to see a summary of what

you have learned. In short, I am interested in learning how this experience is impacting you emotionally. Papers should be submitted through Canvas, and only I will read them.

**3. “Who am I?” paper – 20 % ( Due Sept 17)**

You will write an 8-10-page paper in which you explore your own identities, values, experiences, and biases, and demonstrate an understanding of how your identity and positionality impacts your worldview and access to privileges. More details will be provided as we progress in the course.

**4. Final project – 30% (Presentations and Paper due 12/10)**

We will discuss this more as the semester unfolds, but for your final project you will be exploring an aspect or expression of traumatic oppression that interests and impacts you - and you will present your work to the class. There will be a paper (15%) and presentation (15%) component. More information will be provided later in the semester.

<b>Assignment</b>	<b>Due date</b>	<b>Percent of overall grade</b>
<b>Attendance / Participation</b>	<b>Always</b>	<b>20%</b>
<b>Who Am I? paper</b>	<b>September 17<sup>th</sup></b>	<b>20%</b>
<b>Journal #1</b>	<b>October 8<sup>th</sup></b>	<b>10%</b>
<b>Journal #2</b>	<b>October 29<sup>th</sup></b>	<b>10%</b>
<b>Journal #3</b>	<b>November 19<sup>th</sup></b>	<b>10%</b>
<b>Final Presentation</b>	<b>December 10th</b>	<b>15%</b>
<b>Final Paper</b>	<b>December 10th</b>	<b>15%</b>

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## Grading

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The goal of this class is personal reflection, self-awareness, and growth – which cannot be quantified through grade allocation. However, you will have assignments due throughout the course that have specific expectation related to critical analysis and reflection, and that – versus information regurgitation – will be what you are graded on. For those specific assignments, letter grades will be allocated as follows:

<b>Assessment Classification</b>	<b>Range</b>	<b>Grade</b>
Far exceeds expectations for critical analysis, depth, and reflection	95-100	A
	91-94	A -

Meets expectations for critical analysis, depth, and reflection	88-90 84-87 81-83	B+ B B-
Minimally meets expectations for critical analysis, depth, and reflection	78-80 74-77 71-73	C + C C -
Significant Improvement needed	61-70	D
Does not meet expectations for critical analysis, depth, and reflection	60-0	F

### **CLASS SCHEDULE**

Date	Topic	Media
<b>Week 1: September 3</b>	Course Overview & Ethics and Values	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Racists from “Untamed” by Glennon Doyle</li> <li>○ From Save Spaces to Brave Spaces</li> <li>○ 10 Counterproductive Ways...</li> </ul> </li> <li>● <b>Podcast:</b> <ul style="list-style-type: none"> <li>○ Unlocking Us with Brené Brown: Brené with Austin Channing Brown on I’m Still Here: Black Dignity in a World Made for Whiteness <a href="https://www.stitcher.com/podcast/unlocking-us-with-brene-brown">https://www.stitcher.com/podcast/unlocking-us-with-brene-brown</a></li> <li>○ TED Talk, Brené Brown, 2010, The Power of Vulnerability: <a href="https://www.ted.com/talks/brene_brown_on_vulnerability">https://www.ted.com/talks/brene_brown_on_vulnerability</a></li> <li>○ <a href="#">Cape Up with Jonathan Capehart</a>: The author of ‘White Fragility’ doesn’t think ‘most white people care about racial injustice</li> </ul> </li> </ul>
<b>Week 2: September 10th</b>	Talking the Talk: Intersectionality, positionality, and me.	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Suárez-Orozco, C., Casanova, S., Martin, M., Katsiaficas, D., Cuellar, V., Smith, N. A., &amp; Dias, S. I. (2015). Toxic rain in class: Classroom interpersonal microaggressions. <i>Educational Researcher</i>, 44(3), 151-160.</li> <li>○ Young, I. M. (2000). Five faces of oppression. In M. Adams, W. J. Blumenfeld, R. Casteñeda, H. W. Hackman, M. L. Peters, and X. Zuniga (Eds.) <i>Readings for diversity and social justice: An anthology on racism,</i></li> </ul> </li> </ul>

		<p>sexism, anti-Semitism, heterosexism, classism and ableism (pp. 35-49). New York: Routledge.</p> <ul style="list-style-type: none"> <li>○ Sue, Race talk...</li> <li>○ Dessel, A., Rogge, M. E., &amp; Garlington, S. B. (2006). Using intergroup dialogue to promote social justice and change. <i>Social work</i>, 51(4), 303-315. <a href="https://academic.oup.com/sw/articleabstract/51/4/303/1914668">https://academic.oup.com/sw/articleabstract/51/4/303/1914668</a></li> <li>● <b>Websites:</b> Crenshaw, K. (2015). Why intersectionality can't wait. Retrieved from <a href="https://www.washingtonpost.com/news/intheory/wp/2015/09/24/why-intersectionality-cantwait/?utm_term=.3e1cc135c280">https://www.washingtonpost.com/news/intheory/wp/2015/09/24/why-intersectionality-cantwait/?utm_term=.3e1cc135c280</a></li> <li>● <b>Videos:</b> What does my headscarf mean to you? <a href="https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you?utm_campaign=tedsread&amp;utm_medium=referral&amp;utm_source=tedcomshare">https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you?utm_campaign=tedsread&amp;utm_medium=referral&amp;utm_source=tedcomshare</a></li> </ul>
<p><b>Week 3: September 17</b></p> <p>*** <b>“WHO AM I?” paper due!</b></p>	<p>Environmental Health Impacts and Socioeconomic Status</p>	<ul style="list-style-type: none"> <li>○ <b>Readings:</b> <ul style="list-style-type: none"> <li>○ In the Shadows of America's Smokestacks, Virus Is One More Deadly Risk</li> <li>○ Calculating Air Pollution's Death Toll, Across State Lines</li> <li>○ Urban Residence, Neighborhood Poverty, Race/Ethnicity, and Asthma Morbidity Among Children on Medicaid</li> <li>○ Air Pollution Linked to Increased Risk of Death</li> </ul> </li> <li>○ <b>Websites:</b> <ul style="list-style-type: none"> <li>○ 'They're killing us,' Texas residents say of Trump rollbacks <a href="https://apnews.com/9553e45fd2fc46940ce5b3ca4b4a0d04">https://apnews.com/9553e45fd2fc46940ce5b3ca4b4a0d04</a></li> </ul> </li> </ul>
<p><b>Week 4: September 24</b></p>	<p>Intersectionality of Education &amp; Socioeconomic Status</p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Racial Segregation and School Poverty in the United States, 1999-2016</li> <li>○ Why I Paid \$50,000 for a Year of Child Care</li> <li>○ College Made Them Feel Equal. The Virus Exposed How Unequal Their Lives Are.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ 4 Ways Racial Inequality Harms American Schoolchildren</li> <li>● <b>Website:</b> <ul style="list-style-type: none"> <li>○ Two States. Eight Textbooks. Two American Stories: American History Textbooks Can Differ Across The Country, In Ways That Are Shaded By Partisan Politics.  <a href="https://www.nytimes.com/interactive/2020/01/12/us/texas-vs-california-history-textbooks.html?smid=tw-nytnational&amp;smtyp=cur">https://www.nytimes.com/interactive/2020/01/12/us/texas-vs-california-history-textbooks.html?smid=tw-nytnational&amp;smtyp=cur</a></li> </ul> </li> <li>● <b>Podcast:</b>            Segregated Education:  <a href="https://as.cornell.edu/news/segregated-education">https://as.cornell.edu/news/segregated-education</a></li> </ul>
<p><b>Week 5:</b> <b>October 1</b></p>	<p>Race, Health, &amp; Socioeconomic Status</p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Social Distancing is a Privilege</li> <li>○ A Case for Reparations</li> <li>○ Stress-Related Outcomes after a Period of Unrest in Two Low-Income African-American Communities</li> <li>○ The other COVID-19 risk factors: How race, income, ZIP code can influence life and death</li> <li>○ Health Issues for blacks, Latinos and Native Americans ...</li> <li>○ 4 Reasons coronavirus is hitting black communities so hard</li> <li>○ Covid-19 is disproportionately taking black lives</li> </ul> </li> <li>● <b>Podcast:</b> <ul style="list-style-type: none"> <li>○ Zip Codes Matter:  <a href="https://soundcloud.com/cornellcas/zip-codes-matter">https://soundcloud.com/cornellcas/zip-codes-matter</a></li> <li>○ How does socioeconomic position affect our health:  <a href="https://www.theguardian.com/science/audio/2017/nov/01/how-does-socioeconomic-position-affect-our-health-science-weekly-podcast">https://www.theguardian.com/science/audio/2017/nov/01/how-does-socioeconomic-position-affect-our-health-science-weekly-podcast</a></li> </ul> </li> </ul>
<p><b>Week 6:</b> <b>October 8</b> <b>JOURNAL 1</b> <b>DUE</b></p>	<p>Barriers for Immigrant and Undocumented Populations (A) and Impacts of COVID-19 on</p>	<ul style="list-style-type: none"> <li>● <b>(A)Readings:</b> <ul style="list-style-type: none"> <li>○ Why a Historic Wave of Latino Prosperity is Under Threat Now</li> <li>○ Smithfield Foods is Blaming ...</li> </ul> </li> <li>● <b>(B)Readings:</b> <ul style="list-style-type: none"> <li>○ Checkpoints, Curfews, Airlifts: Virus Rips Through Navajo Nation</li> </ul> </li> </ul>

	<p>Indigenous Populations (B)</p>	<ul style="list-style-type: none"> <li>○ American Indian tribes thwarted in efforts to get coronavirus data</li> <li>○ A Hospital's secret coronavirus policy separated Native American Mothers from Newborns</li> <li>● <b>(A)Websites:</b> Help a sick child or forgo citizenship? Immigrants anguish over new Trump rule  <a href="https://www.nbcnews.com/news/latino/help-sick-child-or-forgo-citizenship-immigrants-anguish-over-new-n1042526">https://www.nbcnews.com/news/latino/help-sick-child-or-forgo-citizenship-immigrants-anguish-over-new-n1042526</a></li> <li>● <b>(B)Website:</b> <ul style="list-style-type: none"> <li>○ Tribal Nations Face Most Severe Crisis in Decades as the Coronavirus Closes Casinos:<a href="https://www.nytimes.com/2020/05/11/us/coronavirus-native-americans-indian-country.html">https://www.nytimes.com/2020/05/11/us/coronavirus-native-americans-indian-country.html</a></li> </ul> </li> <li>● <b>(A)Videos:</b> <ul style="list-style-type: none"> <li>○ The hidden life of an Undocumented US Immigrant: <a href="https://www.youtube.com/watch?v=ZMITmOip3ig">https://www.youtube.com/watch?v=ZMITmOip3ig</a></li> <li>○ Between Borders: American Migrant Crisis Times Documentaries The New York Times <a href="https://www.youtube.com/watch?v=rxFOt-SMEXA">https://www.youtube.com/watch?v=rxFOt-SMEXA</a></li> </ul> </li> <li>● <b>(B) Videos:</b> <ul style="list-style-type: none"> <li>○ Native Americans tribes struggle with coronavirus crisis: <a href="https://www.youtube.com/watch?v=TUc0iDWzfE">https://www.youtube.com/watch?v=TUc0iDWzfE</a></li> </ul> </li> <li>● <b>(A)Podcasts:</b> <ul style="list-style-type: none"> <li>○ COVID without papers <a href="https://crooked.com/podcast/covid-without-papers/">https://crooked.com/podcast/covid-without-papers/</a></li> </ul> </li> <li>● <b>(B)Podcasts:</b> <ul style="list-style-type: none"> <li>○ COVID in Indian country: <a href="https://crooked.com/podcast/covid-in-indian-country/">https://crooked.com/podcast/covid-in-indian-country/</a></li> </ul> </li> </ul>
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<p><b>Week 7:</b> <b>October 15</b></p>	<p>Intersectionality of Mass Incarceration &amp; Economic Inequality, Law Enforcement (Part1)</p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Who Should Decide What Books Are Allowed In Prison?</li> <li>○ 'Here, life is cheap'</li> <li>○ 'I Got Tired of Hunting Black and Hispanic People'</li> <li>○ White People Can Compartmentalize Police Brutality, Black People Don't Have the Luxury</li> </ul> </li> <li>● <b>Movie:</b> Just Mercy (available on NetFlix)</li> </ul>
<p><b>Week 8:</b> <b>October 22</b></p>	<p>Race, SES, and Law Enforcement (Part 2)</p>	<ul style="list-style-type: none"> <li>○ <b>Readings:</b> <ul style="list-style-type: none"> <li>- Supreme Court asked to Reconsider...</li> <li>- I'm Finally and Angry Black Man</li> <li>- Barr Says There is No Systemic Racism in Policing</li> <li>- A Decade of Watching Black People Die</li> <li>- Pandemic Within a Pandemic</li> <li>- How Much Do We Need the Police?</li> </ul> </li> <li>● <b>Videos:</b> <ul style="list-style-type: none"> <li>- What's the Issue with "All Lives Matter" <a href="https://youtu.be/BgrKSsCcBLg">https://youtu.be/BgrKSsCcBLg</a></li> </ul> </li> </ul>
<p><b>Week 9:</b> <b>October 29</b> <b>JOURNAL 2</b> <b>DUE</b></p>	<p>Disability as social identity</p>	<ul style="list-style-type: none"> <li>● <b>Videos/ Websites:</b> <ul style="list-style-type: none"> <li>- Ted Talk: I'm Not Your Inspiration, Thank You Very Much! - Stella Young <a href="https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much?language=en">https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much?language=en</a></li> <li>- Brown, L.X.Y. (2016). Ableism/language. Retrieved from <a href="https://www.autistichoya.com/p/ableist-words-and-terms-to-avoid.html">https://www.autistichoya.com/p/ableist-words-and-terms-to-avoid.html</a></li> <li>- Landau, E. (2015). Why person first language doesn't always put the person first. Retrieved from <a href="https://www.thinkinclusive.us/why-person-first-language-doesnt-always-put-the-person-first/">https://www.thinkinclusive.us/why-person-first-language-doesnt-always-put-the-person-first/</a></li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- DeWolfe, K., Perry, M., Stohlmann-Rainey, J., &amp; Collings, A. (2019). 26 Ways to Make the World Less Hostile to Mad, Neurodivergent, and Psychiatrically Disabled People. <a href="https://www.radicalabolitionist.org/radical-abolitionist/2019/2/15/26-ways-to-make-the-world-less-hostile-to-mad-neurodivergent-and-psychiatrically-disabled-people">https://www.radicalabolitionist.org/radical-abolitionist/2019/2/15/26-ways-to-make-the-world-less-hostile-to-mad-neurodivergent-and-psychiatrically-disabled-people</a></li> <li>• <b>Readings:</b> <ul style="list-style-type: none"> <li>- Dupre, M. (2012). Disability culture and cultural competency in social work. <i>Social Work Education: The International Journal</i>, 31(2), 168-183. DOI: 10.1080/02615479.2012.644945.</li> <li>- Mackelprang, R. W., &amp; Salsgiver, R. O. (2015). Chapter 2: Human Development and Disability. <i>Theories of Human Development Related to Identity, Social-Ecological Model of Human Development, Summary, and Personal Narrative. Disability: A Diversity Model Approach in Human Service Practice</i>, 3rd Edition (pp. 65 -95). Chicago: Lyceum.</li> </ul> </li> </ul>
<p><b>Week 10: November 5</b></p>	<p>Essential Workers and COVID-19</p>	<ul style="list-style-type: none"> <li>• <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Nannies Tell the Truth About Working During the Coronavirus</li> <li>○ How Millions of Women Became the Most Essential Workers in America</li> <li>○ Don't Blame Econ 101 for the Plight of Essential Workers</li> <li>○ Opinion: We should rethink our views on essential workers of color</li> <li>○ Los New Yorkers: Essential and Underprotected ...</li> </ul> </li> <li>• <b>Websites:</b> <ul style="list-style-type: none"> <li>○ How millions of women became the most essential workers in America: <a href="https://www.nytimes.com/2020/04/18/us/coronavirus-women-essential-workers.html">https://www.nytimes.com/2020/04/18/us/coronavirus-women-essential-workers.html</a></li> </ul> </li> <li>• <b>Podcast:</b></li> </ul>

		<ul style="list-style-type: none"> <li>○ Essential Workers: <a href="https://www.npr.org/2020/04/30/848829948/essential-workers">https://www.npr.org/2020/04/30/848829948/essential-workers</a></li> </ul>
<p><b>Week 11: November 12</b></p>	<p>Gender and Sexuality as positions of power</p>	<ul style="list-style-type: none"> <li>● <b>Videos:</b> <ul style="list-style-type: none"> <li>- Chong, Y.W. (2012). Beyond the gender binary. Retrieved from: <a href="https://www.youtube.com/watch?v=-Lm4vxZrAig">https://www.youtube.com/watch?v=-Lm4vxZrAig</a></li> <li>- Coyote, I. (2016). Why we need gender neutral bathrooms. Retrieved from: <a href="https://www.ted.com/talks/ivan_coyote_why_we_need_gender_neutral_bathrooms">https://www.ted.com/talks/ivan_coyote_why_we_need_gender_neutral_bathrooms</a></li> <li>- Things bisexual people are tired of hearing. (2014). Retrieved from: <a href="https://www.youtube.com/watch?v=k6SXrK0I-ZA">https://www.youtube.com/watch?v=k6SXrK0I-ZA</a></li> <li>- Latinos talk about coming out (2016). Retrieved from: <a href="https://www.youtube.com/watch?v=KkQ2kTa4Rgk">https://www.youtube.com/watch?v=KkQ2kTa4Rgk</a></li> <li>-</li> </ul> </li> <li><b>Readings and Websites:</b> <ul style="list-style-type: none"> <li>- Haimson, O. L. &amp; Airton, L. (2019). Making space for them, her, him, and 'prefer not to disclose' in group settings: Why pronoun-sharing is important but must remain optional. Retrieved from <a href="https://medium.com/national-center-for-">https://medium.com/national-center-for-</a></li> </ul> </li> </ul>

		<p><a href="#">institutionaldiversity/making-space-for-them-her-him-and-prefernot-to-disclose-in-group-settings-why-1deb8c3d6b86.</a></p> <ul style="list-style-type: none"> <li>- Rankin, S. &amp; Beemyn, G. (2012). Beyond a binary: The lives of gender-nonconforming youth. <i>About Campus</i> 17(4), 2-10.</li> <li>- Atteberry-Ash, B., Speer, S. R., K. Kattari, S., &amp; Kinney, M. K. (2019). Does it get better? LGBTQ social work students and experiences with harmful discourse. <i>Journal of Gay &amp; Lesbian Social Services</i>, 1-19.</li> <li>- Canning, D. A. (2015). Queering asexuality: Asexual inclusion in queer spaces. <i>McNair Scholars Research Journal</i>, 8(1), 6.</li> <li>- Pharr, S. (2011). Homophobia as a weapon of sexism. In T. E. Ore (Ed.) <i>The social construction of difference and equality: Race, class, gender and sexuality</i>. New York: McGraw Hill.</li> </ul>
<p><b>Week 12: November 19 JOURNAL 3 DUE</b></p>	<p>Unemployment &amp; Economic Impacts of COVID-19</p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ 'We Have Lost It All': The Shock Felt by Millions of Unemployed Americans</li> <li>○ 3.3 Million File Unemployment Claims, Shattering Records</li> <li>○ A Gloomy Prediction on How Much Poverty Could Rise</li> <li>○ An 'Avalanche of Evictions' Could Be Bearing Down on America's Renters</li> <li>○ For Families Already Stretched to the Limit, the Pandemic Is a Disaster</li> <li>○ Lower Income parents most concerned about children falling behind...</li> </ul> </li> <li>● <b>Videos:</b> <ul style="list-style-type: none"> <li>○ Coronavirus is closing daycares; child care providers worry they may never reopen <a href="https://www.usatoday.com/story/news/education/2020/04/05/coronaviru%2525E2%252580%2525A6are-child-care-center-essential-cares-act-unemployment/2946710001/">https://www.usatoday.com/story/news/education/2020/04/05/coronaviru%2525E2%252580%2525A6are-child-care-center-essential-cares-act-unemployment/2946710001/</a></li> <li>○ Urban Institute-#49 How Can We Alleviate Economic Insecurity During The Pandemic?</li> </ul> </li> </ul>

		<p><a href="https://www.urban.org/criticalvalue/49-how-can-we-alleviate-economic-insecurity-during-pandemic">https://www.urban.org/criticalvalue/49-how-can-we-alleviate-economic-insecurity-during-pandemic</a></p> <ul style="list-style-type: none"> <li>○ The economic pain of Coronavirus: how families in the DMV are coping <a href="https://www.youtube.com/watch?v=CRAgztofMC4">https://www.youtube.com/watch?v=CRAgztofMC4</a></li> </ul>
<b>Week 13: Nov. 26</b>	<b>No Class</b>	<b>NO READING – THANKSGIVING BREAK</b>
<b>Week 14: December 3rd</b>	Economic Inequality Gap Widening:  Rich vs Poor	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ 'I'm gonna lose everything'</li> <li>○ Is Economic Inequality really a problem?</li> <li>○ It is expensive to be poor</li> <li>○ African-Americans are Highly Visible in the Military...</li> </ul> </li> <li>● <b>Websites:</b> <ul style="list-style-type: none"> <li>○ Study Shows Income Gap Between Rich and Poor Keeps Growing, With Deadly Effects: <a href="https://www.nytimes.com/2019/09/10/us/politics/gao-income-gap-rich-poor.html">https://www.nytimes.com/2019/09/10/us/politics/gao-income-gap-rich-poor.html</a></li> <li>○ Gray Tsunami: More seniors filling homeless shelters: <a href="https://www.youtube.com/watch?v=BASV_MqUf44">https://www.youtube.com/watch?v=BASV_MqUf44</a></li> </ul> </li> <li>● <b>Videos:</b> <ul style="list-style-type: none"> <li>○ The crisis could widen gaps between rich and poor neighborhoods: <a href="https://review.chicagobooth.edu/economics/2020/video/crisis-could-widen-gaps-between-rich-and-poor-neighborhoods">https://review.chicagobooth.edu/economics/2020/video/crisis-could-widen-gaps-between-rich-and-poor-neighborhoods</a></li> </ul> </li> <li>● <b>Podcast:</b> It's Been Another Decade Of Income Inequality In The U.S: <a href="https://www.npr.org/2020/01/01/792821171/income-inequality-amid-the-u-s-stock-market-boom">https://www.npr.org/2020/01/01/792821171/income-inequality-amid-the-u-s-stock-market-boom</a></li> </ul>
<b>Week 15: December 10</b>  <b>In Class Presentations &amp; Final Papers Due</b>	Exploring Online Activism	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Building a New Normal: Strategic Actions for Health Equity in a Post Pandemic World</li> <li>○ America, This is Your Chance</li> </ul> </li> </ul>

		<p>Clark, R. (2016). "Hope in a hashtag": the discursive activism of #WhyIStayed. <i>Feminist Media Studies</i>, 16(5), 788-804.</p> <p>Gonzalez, K. A., Ramirez, J. L., &amp; Galupo, M. P. (2017). "I was and still am": Narratives of Bisexual Marking in the #StillBisexual Campaign. <i>Sexuality &amp; Culture</i>, 21(2), 493-515.</p> <p>Mock, J. (2012). My journey (so far) with #GirlsLikeUs: Hoping for sisterhood, solidarity and empowerment. Retrieved from <a href="http://janetmock.com/2012/05/28/twitter-girlslikeuscampaign-for-trans-women/">http://janetmock.com/2012/05/28/twitter-girlslikeuscampaign-for-trans-women/</a></p> <p>Stephen, B. (2015). Social media help Black Lives 10 Matter fight the power. Retrieved from: <a href="https://www.wired.com/2015/10/how-black-lives-matter-uses-social-media-to-fight-the-power/">https://www.wired.com/2015/10/how-black-lives-matter-uses-social-media-to-fight-the-power/</a></p> <p>Vance, J.D. (2016). Ted Talk: American's forgotten working class. Retrieved from <a href="https://www.ted.com/talks/j_d_vance_america_s_forgotten_working_class/discussion">https://www.ted.com/talks/j_d_vance_america_s_forgotten_working_class/discussion</a></p> <p>Take some time to explore <a href="http://www.microaggressions.com/">http://www.microaggressions.com/</a></p>
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