1. COURSE STATEMENT

Course description: During New Student Orientation, varied social work topics, or themes, will be presented as foundation-level mini-courses inviting students to share, explore, engage, and discover the vast world of social work. This course will emphasize experiential, active, and engaged learning components and operationalize the three SEED goals: 1) Strengthen connection and community at the School of Social Work, 2) Explore PODS (privilege, oppression, diversity, & social justice), and 3) Learn foundation-level social work skills. Each theme will begin by attending a shared welcome experience.

Course content: As outlined in the National Association of Social Workers Code of Ethics, social workers have an ethical obligation to engage in social and political action to promote social justice. This obligation can be fulfilled in a variety of ways depending on the social worker’s area of practice, but a focus on fighting racism and oppression should always be at the core of that work. This course will explore that obligation as well as provide students with tools to begin their engagement and assist them in developing a plan for prolonged engagement relevant to their area of practice. Students will also have an opportunity to explore historical and current examples of social workers engaged in political engagement and policymaking work.
Social workers and social work students in both micro and macro settings have a role in promoting the political engagement of those that they serve as well as the general public. This course will explore methods to promote the engagement of others and the potential to enhance the engagement of agencies that employ social workers. The need for this work will be explored through the lens of fighting against racist and oppressive policies.

Students will examine how a lack of political engagement leads to the promotion of racist and oppressive policies. Specifically, students will explore the history of voter suppression in the United States, how methods to suppress voting by disadvantaged populations continues now, and the impact that has on current policies.

**Course objectives and competencies:**

1. Students will gain a foundation-level understanding of the profession’s historical and current role in policy and political work.
2. Students will gain a foundation-level understanding of the National Association of Social Workers Code of Ethics as it pertains to activity related to social and political action.
3. Students will gain a foundation-level understanding of historical and current voter suppression efforts and the effect that has on the promotion of racist and oppressive policies.
4. Students will identify 1 and 3 actions that they can take within the next month to enhance their social and political engagement.

**Course design:** In-class activities, readings, and course assignments will be coordinated so as to enhance course objectives. For example, simulations of real-work processes, films, and videos presented in the classroom will provide the contextual background for student observation and interview assignments in the community. Lectures by the instructor will be complemented by student presentations and by panels of guests representing consumers, providers, professionals, and volunteers involved in advocacy and community education as well as in service delivery.

**2. CLASS REQUIREMENTS**

**Text and class materials:**

Required readings will be posted on Canvas, arranged by date. Students are expected to have completed all assigned readings prior to class.
Assignments:
Assignment instructions will be posted on Canvas. The course will be graded as Satisfactory/Unsatisfactory rather than with a letter grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
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<tbody>
<tr>
<td>Engagement Plan</td>
<td>8/27/2020</td>
<td>Satisfactory/Unsatisfactory</td>
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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