1. COURSE STATEMENT

Course description: This foundation course for the Community Action and Social Change Minor is designed to prepare students to be informed and active participants in the process of community building and social change. The course uses a multidisciplinary framework to develop competencies that will help students envision what community action and social change look like, identify and implement steps towards social change, build on positive sources of power, indigenous knowledge and experiences of individuals, groups, and communities who are engaged in social change efforts.

Supporting Statement for Social Science Distribution: This course meets the requirements for LS&A social science distribution in the following ways. The course material covers theories and practices of community action and social change through an interdisciplinary examination of examples in research and practice. The course focuses on individuals, groups and institutions and how they interact. The course examines empirical quantitative and qualitative studies that test social change methods and provides exposure to and experience with qualitative research methods such as ethnographic observation and interviewing and qualitative data---gathering. Students are engaged in a critical and contrasting assessment of community organizing and other social change methods.
Course objectives and competencies: Upon completion of this course, students will be able to:

1. Examine their own identity development (race, class, gender, sexual/relational orientation, religion, nationality, ability, other), recognize multiple social identities, and engage in critical analysis of power, privilege and oppression.
2. Explore the meaning of community and social change.
3. Develop skills in interviewing, relationship-building, and group facilitation.
4. Gain awareness of historical framework and theory regarding community action and social change.
5. Engage in policy and structural analysis with regard to community action and social change.
6. Develop an understanding of community-building and organizing skills.

Course design: This course uses an engaged learning approach and employs a number of pedagogical strategies to promote knowledge and skill development.

Most classes will be structured to include a lecture or presentation, accompanied by a discussion or activity period. We will employ a number of pedagogical strategies such as: small group work, class discussions, PowerPoint, experiential exercises, audiovisuals, writing exercises, case examples, and other activities in order to facilitate understanding of the course content and to promote knowledge development.

2. CLASS REQUIREMENTS

a. Text and class materials

All materials will be provided on Canvas. Students are expected to have completed all assigned readings prior to class. Readings may be changed due to visits by guest lecturers, special circumstances, and student needs. I will aim to make any changes to readings two weeks in advance.

b. Class schedule

Session 1: Introduction to Community Action and Social Change (CASC)

We will also get organized for the semester, review the class structure and assignments, discuss expectations, and begin to build our class community.

Creating Our Class Community: Come Ready to Think about Our Class

- Forward Space Guidelines.docx
Session 2: Community Action & Story of Self

- Integrative Themes and Concepts that link CASC to Social Work Ethics
- SW Ethics, Intro to Social Work (National Association of Social Workers)
- Michigan NASW: https://www.nasw-michigan.org/

This class will be a general introduction to CASC and to SW 305. In particular, we’ll look at the relationships between CASC and Social Work values and ethics. We will also get organized for the semester, review the class structure and assignments, discuss expectations, and begin to build our class community. Please be ready to think about a goal for you in the class and a critical question/issue you would like to learn/think about.

Session 3: Understanding Our Story: Being Aware of Who We Are as Change Agents

In this class, we will spend time looking inward to discuss what drives our interest in social justice work, to explore our own stories, and how our perspectives are shaped by who we are. We will explore being vulnerable and our understanding about the power and potentially of storytelling as a method of community change work. We will also do an activity that examines how we think about ourselves as social justice leaders and how we need to be aware of why, who, and how we engage in social justice work.

Required Reading & Tasks to Prepare for Class Session:
- Pyles, Ch. 2 Self-Aware Organizer, Progressive Community Organizing
- Tatum, Complexity of Identity, From Readings in Diversity and Social Justice
- R (Eds.) Organizing for Survival at the Grassroots, Detroit Lives (at least pick one story to read)
- TED Talk In Class
- Task: Worksheet on Story

Session 4: Understanding Community Action and Social Change Terms & Perspectives

This class will help us “unpack” the concept of Community Action and Social Change through exploring key terms and examining fundamental concepts embedded in social justice and social change work, such as social justice, power, privilege, discrimination, oppression, empowerment,
and equity. It’s important that we begin the semester with shared understanding. We will also spend time discussing critical questions/challenges that emerge in social justice work here on campus, such as entering communities, working with others, and combatting “savior complexes”.

Required Reading & Tasks to Prepare for Class Session:

**Keys Concepts for Course:**
- Checkoway, B. Core Concepts for Community Change
- Building Resilient Communities: A Moral Responsibility | Nick Tilsen | TEDxRapidCity

**Session 5: Community Change as a Process: Systems, Power & Impacts**

This class will look at community change as a system that has impacts on individuals, groups, communities, institutions, and society. We’ll explore concepts of power—both power on a system and power that can be created by people—and we’ll begin to develop a concept map of the various ideas. Please bring your draft concepts to class.

Required Reading & Tasks to Prepare for Class Session:
- Warren, M. Ch. 1- How community organizing works, Match on Dry Grass
- Chambers Ch 1- The world as it is and the world as it should be, Roots for Radicals
- Chambers- Roots for Radicals
- Readings for Diversity and Social Justice, p. 45-58 “Cycle of socialization” and “Cycle of liberation”

**Session 6: Exploring Approaches: CASC in Action**

This class will focus on the different approaches groups take to working for change. The readings show different models and approaches to change. We will also examine different examples of organizations that are working for change and explore the approach(es) they take. In this class, we will also explore the ideas of root causes, benefits and limitations to
approaches and look at important ideas that should be present, regardless of approach.

**Read:** These readings explore basic models and approaches to change. How do the authors describe different approaches to change?

- Pyles, L. Ch. 5 Critical Organizing Frameworks, *Progressive Community Organizing* [Pyles- Ch. 5 Critical Organizing Frameworks (1).pdf](#)
- Shepard, B. Ch. 11, From Social Movements to Social Services, 113-118 [Social+Movement+to+Social+Services.pdf](#)

**Watch:** Environmental Racism and COVID- What are the core issues/questions, what concepts do they bring to their work, what models/approaches to change do they use? How would you draw a root cause tree for their work?

[https://lauraflanders.org/2020/05/environmental-racism-as-usual-covid-19/](https://lauraflanders.org/2020/05/environmental-racism-as-usual-covid-19/)

(Links to an external site.)

**Case Studies (Choose One):** Either read/watch- explore the same questions from above, drawing from the readings or documentary:

  - [Transforming Communities CH 8](#)
  - [Transforming Communities CH 3 The Power Of Making Things Right PG 36-47.pdf](#)
  - [Transforming Communities CH 3 The Power Of Making Things Right PG 36-47.pdf](#)

- Video: Dudley Street Gaining Ground *film - Gaining Ground: Building Community on Dudley Street*

**Session 7: Key Frameworks & Theory for CASC Part I: Power of Critical Consciousness, Socio-Political Participation:** Learning from the Work of Paulo Freire, Myles Horton, Ella Baker & Septima Clark

This week we'll explore critical theories for social change, including critical consciousness, socio-political participation, and civic action. We'll focus specifically on
the importance of political engagement through examining the work of Freire, Horton, Baker, and Septima Clark. In particular, we'll do a deeper dive in the work of SNCC and Highlander.

**Explore the Legacy of Ella Baker & SNCC:**

- Ransby, B. Introduction & Ch 12 "A Freirian Teacher, A Gramsci Intellectual and a Radical Humanist: Ella Baker’s Legacy", *Ella Baker & the Black Freedom Movement*
  - [Introduction.pdf](#)
  - [Ch 12 A Freirian Teacher.pdf](#)
  - [https://www.youtube.com/watch?v=McneFCdHUn0](#)

**Learn about SNCC (Student Non-Violence Coordinating Committee):**

- [https://snccdigital.org/inside-sncc/the-story-of-sncc/](#)

**Explore the Legacy of Paulo Freire & Myles Horton**

- Review Pyles from last week (Ch. 5) *Pyles- Ch. 5 Critical Organizing Frameworks (1).pdf*
- Horton & Freire, Ch3 “Ideas”, *We Make the Road by Walking: We Make The Road By Walking, Idea. PG 97-143.pdf*
- [https://www.highlandercenter.org/](#)
- [https://www.youtube.com/watch?v=tyZEJHcY6q8](#)
- [https://youtu.be/dAUCZH-r3KQ](#)

**Explore Legacy of Septima Clark:**

- [https://www.highlandercenter.org/our-impact/septima-clark-learning-center/](#)
- [https://www.youtube.com/watch?v=rkRrsUABx20](#)

Reflect: Who are they? How do they contribute to our understanding of social change?
Session 8: Key Frameworks & Theories for CASC Part II: James and Grace Lee Boggs

This class will focus on learning from James and Grace Lee Boggs, Detroit activists and social change agent with a legacy of social justice, community action, and social change.

For this week we will not have class as usual but instead you will have a “film club”- to hopefully watch the film together and, but either way, you will find a time for a shared home group discussion about the film, the readings, and your own learning.

You will record your notes from your discussion on the google docs shared with you. Please complete your discussion notes before our June 1st class session.

Required Reading & Tasks to Prepare for Class Session:

- Website for James and Grace Lee Boggs Center, http://boggscenter.org/
- Task: MOVIE (in-class): Grace Lee Boggs

Session 9: Deepening Our Thinking of CASC and Creating Change

How do you conceptualize the change process and begin to move forward to making change? This week’s class will focus on beginning to examine CASC in action and looking through the lens of community organizers and community change-makers. We’ll be reflecting on your learning from the Boggs materials/discussions, discussing the quotes from the Szakos reading (pick two that stand out to you), and the short video featuring Maria talking about her community organizing work.

As you read/watch: what are some of the key concepts, skills, or perspectives that these organizers discuss from their own experiences?

Discussion #1: What Makes a Good Organizer
Read the chapter by Szakos & Szakos- What makes a good organizer? 

This book was created by two organizers from Appalachia and features various quotes and short statements by organizers from across the country. This book is viewed as a classic in community organizing circles.

- Read the chapter and be prepared to share 2 quotes that stood out to you and why you selected them. In addition, what questions does this raise for you about your own work?

(2) Watch Community Organizer Video: Maria Ibarra-Frayre

Maria is an organizer with We the People. In the video she talks about her work, her experiences in organizing, and some of the skills and lessons she’s learned in her work.

To access the video use this link and click on Maria's name: Community Organizer Links (3).pdf

As you watch the video, be prepared to discuss the following:

- What can you learn about Maria’s approach to community organizing?
- What resonates with you? How does this relate to other concepts and materials we’ve talked about in class thus far?
- How does she think about relationship building? Why is it important for her?
- What are the approaches and strategies she uses?
- What are takeaways for you from this video? What ideas can you incorporate into your own work now and in the future?

Session 10: Learning from Social Movements & Key Figures

In this week we will focus on key skills in community change work, which include developing strategy and building relationships. We will do this through learning from community organizers, examining a case study, and practicing skills through a campus-organizing scenario.

Application/Case Study:

Watch Interview: Dave Dobbie, AFT-Community Organizer Links (3).pdf
Dave is an educational organizer working with American Federation of Teachers. He was also part of starting 482 Forward, an educational organizing group in Detroit. In the video, Dave talks about his background and his work organizing. As you watch, come ready to discuss:

- What strategies does Dave use in his organizing work? How does he think about strategy?
- What are key skills he says are critical to community organizing work? Why?
- How does Dave talk about his work organizing? Why is community organizing important?
- Think- What is at least one take-away for you from this interview that you can apply for the future?

Application/Case Study:
Read the case study on Padres Unidos’ education organizing work and then explore the current Padres Unidos website.

Case Study: Warren (2011, Ed.)  *Ch 4 Our Strength is the Power Of Our Community.pdf*

Padres & Jovenes Unidos: [https://padresunidos.org/?v=7516fd43adaa](https://padresunidos.org/?v=7516fd43adaa)

Reflect on their approach to strategy & relationship building and come ready to discuss:

- How does Padres Unidos work relate to the ideas Dave discussed?
- How does strategy and relationship building emerge in this case? What skills do they use?
- How does this case reflect their current work? What are stands out to you in their current work?

Session 11: Key Practices for CASC Strategy & Relationships

In this class will focus on practicing some CASC skills- power mapping, developing strategy,
relational organizing, one-on-one interviews- and pulling together what we have learned about skills and practices needed for community change.

There are four videos on Canvas to watch that focus on the following topics:

- Relationships & Strategy
- Strategy Chart
- Relationship Mapping, Power Mapping, & Coalitions
- One-on-One Interviews

**Session 12: Anti Racist Organizing, Co-Liberation & Self-Care**

In this class, we'll focus on anti-racism organizing, co-liberation & self-care. We'll also have time to focus on any last questions about the individual action projects.

(1). - Anti-Racist Organizing & Co-Liberation

Watch the following talk:

Tawana Petty Talk - Toward Humanity: Anti-Racist Organizing and Co-Liberation (at least watch first 30 minutes)

[https://www.youtube.com/watch?v=akccoFufb2c&list=PL5qpEftF3CSTvyNUiUyTIOTV3P9bT0XU&index=8&t=0s](https://www.youtube.com/watch?v=akccoFufb2c&list=PL5qpEftF3CSTvyNUiUyTIOTV3P9bT0XU&index=8&t=0s)

Come prepared to discuss the following types of questions:

- How does Petty discuss Anti-Racist Organizing? How do we think about this within our own work?
- How can we push to move toward co-liberation?

(2). Self-Care- How do we organize for the long haul?

What can we learn from Petty, from others, about community change work over time?

What are ideas for how to sustain ourselves in our own work?
Sessions 13 & 14: Action Project Presentations & Takeaways

In our final two classes together, we will focus on our action projects. We will have the opportunity to hear about each others’ projects and reflect on the common themes and learning across the projects.

We will also reflect on the learning from the semester and discuss our takeaways. We’ll also discuss ways to sustain our efforts as community change makers as well as to think about what we want to remember to tell our future selves.

Reading:
• Letters to Ourselves as Future Activists- Michelle Kuo, Pg. 215-219 (From Letters From Young Activists, Ed. Berger, Boudin, & Farrow, 2005)

c. Assignments

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Padlet Assignments</td>
<td>5/13/21</td>
<td>10% each for a total of 40%</td>
</tr>
<tr>
<td></td>
<td>5/20/21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/27/21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/3/21</td>
<td></td>
</tr>
<tr>
<td>Action Project</td>
<td>5/27/21</td>
<td>Proposal: 10%</td>
</tr>
<tr>
<td></td>
<td>6/17/21</td>
<td>Project: 30%</td>
</tr>
<tr>
<td>Final Reflection Paper-Letter to our Future Self</td>
<td>6/25/21</td>
<td>20%</td>
</tr>
</tbody>
</table>

The class requires a set of assignments aimed at:

a. Gaining critical awareness about one’s self as a community change agent both inside and outside the classroom
b. Building knowledge about core concepts, historical frameworks, and key people,
c. Developing and engaging with peers in critical discussion of key ideas and issues, and
d. Applying the lessons and learning to one’s current interest and future work.
My practice is to provide detailed feedback on your papers. As such, it may take me up to three weeks to return them. Papers are graded on:

**Quality of critical thinking:** Papers that rate the highest will show strong analytic skills; evidence strong critical insight; show strong understanding of human behavior; demonstrate a curiosity about what they hear or see; have a level of empathy for others and know when they are struggling to achieve that; and demonstrate an ability to think about what they heard, as well as what they did not hear.

**Integration of materials:** Papers that rate the highest will show superior skill in linking reading and lecture materials to their written work; pull from multiple sources; typically go above the requirements but not excessively so; go beyond “person on the street” thinking.

**Level of Self-reflection:** Papers that rate the highest will show a strong self-awareness or willingness to develop that capacity; they show a willingness to take risks with thinking or note areas where that is difficult; are able to address what is evoked in them response to the work and demonstrate an understanding of social work values and ethics.

**Writing skills:** Papers that rate the highest will have no typographical or grammatical errors. They will be well organized and written, comprehensive and coherent. They will be within the guidelines, neither excessively short nor excessively long. Any citations will be accurate and there will be effective use of quotations.

**References and Referencing Style**
When using others’ work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA); therefore you are expected to follow this referencing style. Publication Manual of the American Psychological Association (6th Edition) is accessible via internet: http://www.apastyle.org/manual/
Additionally, you may access APA examples at: http://owl.english.purdue.edu/owl/resource/560/01/ for further help citing references in course assignments.

**Intellectual Honesty and Plagiarism** It is your responsibility to be familiar with and abide by the University of Michigan’s Academic Integrity Standards (https://lsa.umich.edu/lsa/academics/academic-integrity/academic-misconduct.html). Plagiarism is when you attribute others’ ideas and/or exact words as your own. This includes ideas and/or passages from the readings, class activities, peers, and from the Internet, among others. I expect that all sources used will be cited or referenced. If I suspect plagiarism, I will follow the University’s protocol for disciplinary action. This could mean a loss of points, failure of a grade, and/or other consequences. If you have questions, please do not hesitate to ask.
Padlet Assignments

Core Concept Mixed Tape

You will find at least two songs that reflect core concepts for community change (any song is fair game as long as you can reflect on why you selected it and how it relates to the concept- although please be mindful about language in the title). You will post a link to the song (if you are able) along with a description/definition of the concept and why you selected the song:

https://schoolofsocialwork.padlet.org/justinhodge1/ocjte3nkkk2dkha5

You must complete an assignment with depth (minimum 3 paragraphs (roughly 200 words) and add links to the song (if you are able to do so)

Racial Equity and Structural Racism/Inequality

For this Padlet, you will find an article/resource/materials that focus on either structural racism and inequality in the community (Washtenaw County or your hometown) or racial equity efforts. You should describe the resource and what you learned/found interesting/questions that you have as result. The resource can be a current or a historic document:

https://schoolofsocialwork.padlet.org/justinhodge1/aku9oz4v8b5wffd2

You must complete an assignment with depth (minimum 3 paragraphs (roughly 200 words) and add links to stories, videos, and/or resources.

Learning from the Boggs

Based on the film, your readings, and your discussion- what is one takeaway from the work of Jimmy and Grace Lee Boggs? Why did you select this? Please add your reflection to the Padlet discussion board using the prompt:

https://schoolofsocialwork.padlet.org/justinhodge1/iix698nci3o1mus6

You must complete an assignment with depth (minimum 3 paragraphs (roughly 200 words) and add links to stories, videos, and/or resources.

Community Change Example
You will find an example of a community change group (local, national, global) and share. For your example, you will summarize the organization’s mission and key issues (root issues), background/history, main strategies, and example of projects/activities. In addition, you will share your own takeaways from your exploration of this organization—why did you select this organization? What did you learn? What did you find interesting? Do you have any questions/new ideas based on your review? You will post your assignment to the class Padlet:
https://schoolofsocialwork.padlet.org/justinhodge1/3lk5p8bxx444o2e2

You must complete an assignment with depth (minimum 3 paragraphs (roughly 200 words) and add links to stories, videos, and/or resources

**Individual Action Project Proposal**

Students will prepare a short proposal form to discuss the learning idea. Your proposal should describe: your project idea, why this project is important to CASC and to you, and what you hope to learn/gain from the project. Also—feel free to add what resources or support you need from me/ways I can be helpful to you.

I will provide feedback on each project proposal. Please wait to start until you get approval from me.

**Individual Social Action Project**

Each student will develop an individual action learning project. This will be a self-directed project aimed at furthering your own learning around community action and social change. Each project should be roughly 10-15 hours in scope. This can mean: developing knowledge, exploring an issue, learning a skill, or participating in some sort of virtual action experience. The goal is to do something that you care about or want to learn about that relates to CASC. Small groups are allowed. All projects will be presented in class to share ideas and reflect on the experiences together.

Step 1: Proposal: Students will prepare a short proposal form to discuss the learning idea. Your proposal should describe: your project idea, why this project is important to CASC and to you, and what you hope to learn/gain from the project.
NOTE: Projects must be manageable in scope. Please consider this when proposing your plan.

Step 2: Doing the Project: The project should be roughly 10-15 hours of work time outside of class (not including the project paper). Students are expected to keep an activity log to document work and activities.

Examples of projects include:

Developing Knowledge/Learning About Issues

- Prepare a resource guide for student groups (like an annotated bibliography) with curriculum, websites around a topic (e.g. educational justice, prison reform, racial justice) or approach to community change work (e.g. community organizing, community facilitation, popular education).
- Create a book club and read and discuss a book focused on a social justice topic or approach. Hold a virtual meeting to discuss the book with the group.
- Create a social justice movie club- watch at least 3 movies, hold a discussion, and develop a guide for how these movies could be used in a student organization (perhaps one of your own)/or class to raise issues, further social change.
- Conduct at least 3 Interviews (zoom/phone) with current social justice leaders on an issue/topic that you are interested in, transcribe/provide a detailed summary of the interviews and a reflection about the lessons learned from the interviews.
- Conduct a small research project on a social justice topic that could inform campus or community action.

Develop a Skill

- Attend a set of virtual/online training focused on a particular issue or skill
- Engage in a series of webinars focused on a particular issue or skill
- Take an online course
- Use books/resource materials/videos to further your understanding on a particular aspect of community action and social change.
Engaging in Virtual Action

- Engage in a virtual campaign/action on a current issue/campaign. Provide plans and materials from campaign/action.
- Organize a virtual event/activity around a social justice issue (e.g. educational activity, awareness drive, a fund/donation drive) that you care about. Provide plans and materials from event/activity.
- Host a virtual discussion on a critical issue with friends, family, classmates- to do this you will need to prepare resource materials, provide context and/or presentation about the issue, and facilitate a discussion.
- Develop the plans and curriculum for one-day workshop curriculum on a specific social justice topic that could be implemented in the future in the community/on campus with related curriculum and resources. (If possible, try and implement or think about how you could implement in the future).
- Develop a video/art project that engages community action and social change- could be on a current issue or could be to raise awareness about an issue or to encourage action.

Step 3: Paper: Students will be asked to write a 7-10 page paper that reflects on the project work and includes the following questions. Papers should include a minimum of 3-5 references related to class materials.

- Describe the project and why you picked it? (Describe the underlying issue that your topic/project is addressing and why that's important to you)? Make sure to discuss the larger root cause issues.
- What did you do for your project? Describe the project components and specifics.
- What did you learn specifically from this work? How did this match what you hoped to learn?
- Why does your project this matter for CASC work, generally? How does it relate to core themes/concepts/ideas that we have talked about in class?
- Based on your project, what will you do with what you learned/did? How will plan to use your work in the future? (Or, how will you sustain your project work?) What are additional next/future steps for you with the project?

Step 4: Project Sharing: Students will be prepared to share projects with class in a 5-10 minute presentation.

Letters to Our Future Selves
This final paper is meant to be a way to apply class concepts and learning in meaningful ways. For this assignment, you will write a letter (range of 2-3 pages single spaced, could be longer) to your future self or to a future SW 305 student. In the letter, please think about what you want to remind yourself about community action and social change. Be prepared to synthesize across the class learning, readings, activities, and assignments. Be as creative as you want, but the letter should reflect your learning from the class and your ability to apply the ideas and concepts to your own life. The paper does not need to cite class readings or materials, but should reflect your learning from class content.

**Extra Credit**

*Extra Credit (each summary worth points up 2 points, can turn in 2 over semester)- note these cannot be used to complete action project activities*

- Attend a movie, rally, meeting, speaker, concert that relates to social justice or an issue you are passionate about. Provide some kind of documentation about your participation. Write a 1 page summary of your experience and why/how this matters to your own work for CASC.
- Two extra credit summaries can be turned in over the course of the semester.

**e. Attendance and class participation**

Both class attendance and active purposeful participation in class discussion and activities are paramount for the successful completion of this course. This course covers a content domain that is extensive, and given the time framework of the course each class moves quickly in discussing information.

**f. Grading**

Please review the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#).

Final grades will be determined on the basis of performance. Letter grades will be allocated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100+</td>
<td>A+</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
</tbody>
</table>
g. **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.

h. **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](#).

i. **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