



<b>Course title:</b>	Engaging Social Justice, Diversity, and Oppression in Social Work
<b>Course #/term:</b>	SW 505, Section 002, Fall, 2021
<b>Time and place:</b>	Mondays, 9:00 AM – 12:00 PM EST, Room 3752 SSWB
<b>Credit hours:</b>	3
<b>Prerequisites:</b>	None
<b>Instructor:</b>	Dr. Ashley Cureton (Dr. Cureton or Professor Cureton)
<b>Pronouns:</b>	She/Her
<b>Contact info:</b>	<b>Email:</b> curetona@umich.edu You may expect a response within 24 hours.
<b>Office:</b>	3702 SSWB
<b>Office hours:</b>	Mondays from 3-5 PM and by appointment

## 1. Course Statement

### a. Course description

This required essential course is designed to increase students’ awareness, knowledge, and critical skills related to diversity, human rights, social and economic justice. The course focuses heavily on engaging diversity and differences in social work practice and advancing human rights and social and economic justice, through understanding power and oppression across micro, meso, and macro levels. 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 self-reflexivity and developing skills in critical contextual thinking and analyses, as well as learning to use knowledge and theory to recognize critique, and engage underlying assumptions, and inform working for change. Multiple kinds of understanding are especially important—across groups, between organizations and system levels, and within and between people, related to intersecting social locations.

### b. Course objectives and competencies

- Recognize the extent to which structures, policies, and values may oppress, marginalize, alienate, create or enhance privilege and power (Essential 14, 30, 33, 44; EPAS 1, 2, 3, 5, 6).
- Explain the cumulative effect of structural discrimination on people with differing and multiple social identities and locations (Essentials 11, 14, 29, 33, 38, 45; EPAS 1, 2, 3, 6).
- Distinguish between health differences and health disparities, and provide relevant examples of each (Essential 5, 11, 15, 30; EPAS 1, 2, 5, 6, 7, 8).
- Discuss the policy reform sought by modern social justice movements in response to police brutality (Essential 6, 13, 14, 30, 32, 44; EPAS 1, 2, 3, 5, 6, 7).
- Recognize how policy decisions at the local, state, and national level can exclude and endanger the environmental health of citizens when their voices are not heard or heeded (Essential 5, 13, 22, 29, 30;

EPAS 1, 2, 3, 5, 6, 7, 8, 9).

- Utilize strategies and resources to advocate for social, economic, and environmental justice and change, while protecting human rights (Essential 1, 11, 14, 29, 33, 43; EPAS 1, 2, 3, 6, 7).
- Define and apply your own positionalities and the importance of their intersections (Essential 38, 42, 45; EPAS 1, 2, 3, 6)
- Evaluate historical context and its current applications within the profession and practice as an ally (Essential 6, 11, 15, 29, 39, 44, 45; EPAS 1, 2, 3, 5, 6, 7, 8).

### c. Course design

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

### d. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice 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.

Specifically, this course centers entirely on engaging with, exploring, and better understanding PODS as related to social work practice on all levels. PODS is infused through this course and its assignments, which require self-reflection, group work with practice of skills learned, and application of key concepts to understand social justice issues and social work responses to the myriad of needs connected to PODS, both with clients/communities, and social workers themselves.

## 2. Class Requirements

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### a. Text and class materials

You are required to purchase one book:

**DiAngelo, R.J. (2018). *White fragility: Why it's so hard for White people to talk about racism*. Boston: Beacon Press.**

The rest of the required and suggested readings will be provided on Canvas in the form of links to external sites (e.g. news, video, podcast) or PDFs. The Canvas site will be an important resource for completing and submitting assignments, keeping track of due dates, and communicating with one another. I will also share news articles and other current events via Canvas, so please take some time to familiarize yourself with it and check it on a weekly basis. Please utilize the U-M online library for access to

restricted content such as New York Times articles, or request a PDF from the professor if unavailable via U-M access.

You are required to read all assigned readings. As a discussion-based course, we will engage in most of the assigned readings from each week. At this time, all readings have been posted in Canvas. I will continue to upload OPTIONAL readings, podcasts, recordings, and other useful resources throughout the semester based on current events. I'll alert you when I've uploaded new readings and documents.

**b. Class schedule**

The central focus in this course will be the “Closing the Health Gap” Grand Challenge. All of the weekly topics, course readings, and assignments will relate to health disparities among marginalized groups. Below is an overview of the weekly themes/topics, required readings and podcasts, and assignments for your records. **If I make any changes to the syllabus, I will let you know via email at least a week in advance. Also, I will update changes in Canvas.**

Date	Topic	Media
<b>Week of August 30th</b>	Course Overview & Ethics and Values	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ “Untamed” by Glennon Doyle, Chapter Racist p. 257</li> <li>○ “White Fragility” by Robin DiAngelo, Introduction and Chapter 1 (pp. 1-14)</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>○ <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 of September 6th</b>	Social Determinants of Health:  Impact of Structural Racism	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ The Effect of the Coronavirus on America’s Black Communities</li> <li>○ Urban Residence, Neighborhood Poverty, Race/Ethnicity, and Asthma Morbidity Among Children on Medicaid</li> <li>○ “White Fragility” by Robin DiAngelo, Introduction and Chapter 2 (pp. 15-38)</li> </ul> </li> <li>● <b>TedTalk Video:</b> <ul style="list-style-type: none"> <li>○ How racism makes us sick <a href="https://www.ted.com/talks/david_r_williams_how">https://www.ted.com/talks/david_r_williams_how</a></li> </ul> </li> </ul>

		<p><a href="#">racism makes us sick/transcript?referrer=playlist-the link between health and racism</a></p> <ul style="list-style-type: none"> <li>● <b>Documentary:</b> <ul style="list-style-type: none"> <li>○ Blood Sugar Rising: America’s Hidden Diabetes Epidemic <a href="https://www.pbs.org/video/blood-sugar-rising-americas-hidden-diabetes-epidemic-ykytq2/">https://www.pbs.org/video/blood-sugar-rising-americas-hidden-diabetes-epidemic-ykytq2/</a></li> </ul> </li> </ul>
<b>Week of September 13th</b>	Social Determinants of Health: Racial Biases	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Questions of Bias in Covid-19 Treatment Add to the Mourning for Black Families</li> <li>○ Topic choice contributes to the lower rate of NIH awards to African-American/Black scientists</li> <li>○ An American Indian Patient Experience</li> <li>○ “White Fragility” by Robin DiAngelo, Chapter 3 (pp. 39-50)</li> </ul> </li> <li>● <b>Audio:</b> <ul style="list-style-type: none"> <li>○ Black Americans Were Prescribed Opioids Less Frequently Because Of Racial Bias, New Analysis Shows: <a href="https://www.wbur.org/hereandnow/2020/01/03/bias-opioid-prescribing-black-americans?utm_medium=social&amp;utm_term=nprnews&amp;utm_campaign=npr&amp;utm_source=twitter.com">https://www.wbur.org/hereandnow/2020/01/03/bias-opioid-prescribing-black-americans?utm_medium=social&amp;utm_term=nprnews&amp;utm_campaign=npr&amp;utm_source=twitter.com</a></li> </ul> </li> <li>● <b>TedTalk Video:</b> <ul style="list-style-type: none"> <li>○ The problem with race-based medicine <a href="https://www.ted.com/talks/dorothy_roberts_the_problem_with_race_based_medicine?referrer=playlist-the link between health and racism">https://www.ted.com/talks/dorothy_roberts_the_problem_with_race_based_medicine?referrer=playlist-the link between health and racism</a></li> </ul> </li> <li>● <b>Assignment: First response paper due by 11:59 PM EST on Friday, September 10<sup>th</sup>. Submit the assignment via Canvas.</b></li> </ul>
<b>Week of September 20th</b>	Social Determinants of Health: Medical Racism	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Screening for Social Determinants of Health in Free and Charitable Clinics</li> <li>○ Birth Sisters Program – A Model of Hospital-Based Doula Support to Promote Health Equity</li> <li>○ “White Fragility” by Robin DiAngelo, Chapter 4 (pp. 51-69)</li> </ul> </li> <li>● <b>Podcast:</b> <ul style="list-style-type: none"> <li>○ Racism &amp; Healthcare in America <a href="https://podcasts.google.com/feed/aHR0cDovL2ZlZWRzLmZlZWRidXJuZXIuY29tL3Byb2d2b2ljZQ/episode/dGFnOnNvdW5kY2xvdWQsMjAxMD">https://podcasts.google.com/feed/aHR0cDovL2ZlZWRzLmZlZWRidXJuZXIuY29tL3Byb2d2b2ljZQ/episode/dGFnOnNvdW5kY2xvdWQsMjAxMD</a></li> </ul> </li> </ul>

		<p><a href="https://www.commonwealthfund.org/publications/podcast/2019/oct/how-our-health-care-system-treats-black-mothers-differently">p0cmFja3MvODE5NTQ5ODYy?hl=en&amp;ved=2ahUKEwjz-4r4mNLpAhXrFzQIHURqCmIQjrkEegQICRAK&amp;ep=6</a></p> <ul style="list-style-type: none"> <li>○ How Our Health Care System Treats Black Mothers Differently <a href="https://www.commonwealthfund.org/publications/podcast/2019/oct/how-our-health-care-system-treats-black-mothers-differently">https://www.commonwealthfund.org/publications/podcast/2019/oct/how-our-health-care-system-treats-black-mothers-differently</a></li> <li>● <b>Video:</b> <ul style="list-style-type: none"> <li>○ Racism declared a public health crisis in Ohio's most populated county <a href="https://abcnews.go.com/US/racism-declared-public-health-crisis-ohios-populated-county/story?id=70786062">https://abcnews.go.com/US/racism-declared-public-health-crisis-ohios-populated-county/story?id=70786062</a></li> </ul> </li> </ul>
<b>Week of September 27th</b>	Hurdles of American Insurance	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ ACA made health insurance access more equal but racial, ethnic gaps remain</li> <li>○ When Insurers Don't Cover Drugs, Prescriptions Often Go Unfilled</li> <li>○ The Extraordinary Danger of Being Pregnant and Uninsured in Texas</li> <li>○ “White Fragility” by Robin DiAngelo, Chapter 5 (pp. 71-87)</li> </ul> </li> <li>● <b>Audio:</b> <ul style="list-style-type: none"> <li>○ A Preventable Cancer Is on the Rise in Alabama: <a href="https://www.newyorker.com/magazine/2020/04/06/a-preventable-cancer-is-on-the-rise-in-alabama">https://www.newyorker.com/magazine/2020/04/06/a-preventable-cancer-is-on-the-rise-in-alabama</a></li> </ul> </li> <li>● <b>Video:</b> <ul style="list-style-type: none"> <li>○ Surprise medical bills, coronavirus and bad insurance: 3 arguments for Medicare for All <a href="https://www.usatoday.com/story/opinion/2020/03/09/coronavirus-surprise-medical-bills-medicare-for-all-column/4955948002">https://www.usatoday.com/story/opinion/2020/03/09/coronavirus-surprise-medical-bills-medicare-for-all-column/4955948002</a></li> </ul> </li> </ul>
<b>Week of October 4th</b>	Minority Identities Hurdles to Care:  Ableism	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Doctors facing grim choice over ventilators told to put patients with disabilities at the back of the line</li> <li>○ Whose Life is Worth Saving? In Washington State, People with Disabilities Are Afraid They Won't Make the Cut.</li> <li>○ Does the Coronavirus Pandemic Make Someone Who is disabled Like Me Expendable</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ “White Fragility” by Robin DiAngelo, Chapter 6 (pp. 89-98)</li> <li>● <b>Website</b> <ul style="list-style-type: none"> <li>○ As a disabled woman, my abortion wasn’t questioned-but my pregnancy was: <a href="https://qz.com/1710043/being-disabled-my-abortion-wasnt-questioned-but-my-pregnancy-was/">https://qz.com/1710043/being-disabled-my-abortion-wasnt-questioned-but-my-pregnancy-was/</a></li> </ul> </li> <li>● <b>Assignment: Second response paper due by 11:59 PM EST on Friday, October 8<sup>th</sup>. Submit the assignment via Canvas.</b></li> </ul>
<b>Week of October 11th</b>	<p>Minority Identities Hurdles to Care:</p> <p>Disabled Care</p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ 'We are dead': People with disabilities fear they will be on losing end of doctors' life-or-death choices amid coronavirus crisis</li> <li>○ People with Intellectual Disabilities May Be Denied Life Saving Care Under These Plans as Coronavirus Spreads</li> <li>○ Hospital Visitor Bans Under Scrutiny After Disability Groups Raise Concerns Over Care</li> <li>○ “White Fragility” by Robin DiAngelo, Chapter 7 (pp. 99-106)</li> </ul> </li> </ul>
<b>Week of October 18th</b>	<p>Minority Identities Hurdles to Care:</p> <p>LGBTQ+ Pt. 1</p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ How LGBTQ Legal Rights and Protections Have Shifted Under Trump</li> <li>○ California Makes H.I.V.-Prevention Drugs Available Without a Prescription</li> <li>○ “White Fragility” by Robin DiAngelo, Chapter 8 (pp. 107-114)</li> </ul> </li> <li>● <b>Video:</b> <ul style="list-style-type: none"> <li>○ LGBTIQ People Talk about Their Experiencing Accessing Healthcare: <a href="https://www.youtube.com/watch?v=Q5-7t_qBw14">https://www.youtube.com/watch?v=Q5-7t_qBw14</a></li> </ul> </li> <li>● <b>Website:</b> <ul style="list-style-type: none"> <li>○ LGBTQ patients reveal their exhausting, infuriating, and surprisingly common struggles at the doctor's office <a href="https://www.insider.com/lgbtq-healthcare-doctors-health-disparities-2018-4">https://www.insider.com/lgbtq-healthcare-doctors-health-disparities-2018-4</a></li> </ul> </li> <li>● <b>Assignment: Grand Challenges Lightning Talk due by 11:59 PM EST on Friday, October 22<sup>nd</sup>. Please submit this assignment via Canvas.</b></li> </ul>

<p><b>Week of October 25th</b></p>	<p>Minority Identities Hurdles to Care:  LGBTQ+ Pt. 2</p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Trump Administration Erases Transgender Civil Rights Protections in Health Care</li> <li>○ Transgender and non-binary people face health care discrimination every day in the US <a href="https://theconversation.com/transgender-and-non-binary-people-face-health-care-discrimination-every-day-in-the-us-99732">https://theconversation.com/transgender-and-non-binary-people-face-health-care-discrimination-every-day-in-the-us-99732</a></li> <li>○ “White Fragility” by Robin DiAngelo, Chapter 9 (pp. 115-122)</li> </ul> </li> <li>● <b>Podcast:</b> <ul style="list-style-type: none"> <li>○ Dude, Where’s My Coverage?:<a href="https://www.wnycstudios.org/podcasts/nancy/episodes/nancy-podcast-dude-wheres-my-coverage">https://www.wnycstudios.org/podcasts/nancy/episodes/nancy-podcast-dude-wheres-my-coverage</a></li> </ul> </li> <li>● <b>Video:</b> <ul style="list-style-type: none"> <li>○ More than 200 medical professionals condemn bills trying to restrict transgender kids from getting gender reassignment treatments <a href="https://www.cnn.com/2020/02/07/health/doctors-condemn-anti-trans-health-care-trnd/index.html?utm_source=twCNN&amp;utm_medium=social&amp;utm_content=2020-02-07T15%3A50%3A16&amp;utm_term=link">https://www.cnn.com/2020/02/07/health/doctors-condemn-anti-trans-health-care-trnd/index.html?utm_source=twCNN&amp;utm_medium=social&amp;utm_content=2020-02-07T15%3A50%3A16&amp;utm_term=link</a></li> </ul> </li> </ul>
<p><b>Week of November 1st</b></p>	<p>Religion in Healthcare</p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Assessing the Health Care Experiences of Rural Men Who Have sex with Men (MSM).</li> <li>○ Doctors Say Federal Rules On Discussing Abortions Inhibit Relationships With Patients</li> <li>○ “White Fragility” by Robin DiAngelo, Chapter 10 (pp. 123-130)</li> </ul> </li> <li>● <b>Website:</b> <ul style="list-style-type: none"> <li>○ Michigan Child’s Death Puts Spotlight On Clash Between Medicine And Religion:<a href="https://www.npr.org/2018/08/31/643407967/michigan-childs-death-puts-spotlight-on-clash-between-medicine-and-religion">https://www.npr.org/2018/08/31/643407967/michigan-childs-death-puts-spotlight-on-clash-between-medicine-and-religion</a></li> </ul> </li> <li>● <b>Podcast</b> <ul style="list-style-type: none"> <li>○ How Religion Shapes The Way People Approach Medicine: <a href="https://www.wbur.org/hereandnow/2018/08/30/parents-faith-healing-children">https://www.wbur.org/hereandnow/2018/08/30/parents-faith-healing-children</a></li> </ul> </li> </ul>

<p><b>Week of November 8th</b></p>	<p>Rural Barriers to Healthcare</p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Health Disparities Affect Millions in Rural U.S. Communities: <a href="https://www.aamc.org/news-insights/health-disparities-affect-millions-rural-us-communities">https://www.aamc.org/news-insights/health-disparities-affect-millions-rural-us-communities</a></li> <li>○ Closed Hospitals Leave Rural Patients ‘Stranded’ as Coronavirus Spreads</li> <li>○ “White Fragility” by Robin DiAngelo, Chapter 11 (pp. 131-138)</li> </ul> </li> <li>● <b>Podcast:</b> <ul style="list-style-type: none"> <li>○ Rural health disparities, and a checklist of solutions for addressing social determinants of health. Featuring Dr. Claire Pomeroy <a href="https://www.stitcher.com/podcast/the-health-disparities-podcast/e/68671845?autoplay=tru">https://www.stitcher.com/podcast/the-health-disparities-podcast/e/68671845?autoplay=tru</a></li> </ul> </li> <li>● <b>Video:</b> <ul style="list-style-type: none"> <li>○ Navajo Nation struggling to cope with worst-in-the-country outbreak <a href="https://www.msnbc.com/hallie-jackson/watch/navajo-nation-struggling-to-cope-with-worst-in-the-country-outbreak-83965509745">https://www.msnbc.com/hallie-jackson/watch/navajo-nation-struggling-to-cope-with-worst-in-the-country-outbreak-83965509745</a></li> </ul> </li> <li>● <b>Assignment: Third response paper due by 11:59 PM EST on Friday, November 12<sup>th</sup>. Submit the assignment via Canvas.</b></li> </ul>
<p><b>Week of November 15th</b></p>	<p>Health &amp; Incarceration</p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Mornings in Michigan: Starting a day in prison</li> <li>○ Why Prisoners Get the Doctors No One Else Wants</li> <li>○ More Prisoners Die Of Old Age Behind Bars</li> <li>○ “White Fragility” by Robin DiAngelo, Chapter 12 (pp. 139-87)</li> </ul> </li> <li>● <b>Website:</b> <ul style="list-style-type: none"> <li>○ Treatment Denied: The Mental Health Crisis in Federal Prisons <a href="https://www.themarshallproject.org/2018/11/21/treatment-denied-the-mental-health-crisis-in-federal-prisons">https://www.themarshallproject.org/2018/11/21/treatment-denied-the-mental-health-crisis-in-federal-prisons</a></li> <li>○ Prisons neglect pregnant women in their healthcare policies <a href="https://www.prisonpolicy.org/blog/2019/12/05/pregnancy/#:~:text=Most%20states%20lack%20important%20policies%20on%20prenatal%20care,recieving%20the%20care%20they%20need.">https://www.prisonpolicy.org/blog/2019/12/05/pregnancy/#:~:text=Most%20states%20lack%20important%20policies%20on%20prenatal%20care,recieving%20the%20care%20they%20need.</a></li> </ul> </li> </ul>



<b>Week of November 22nd</b>	Health & Aging	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ National study finds LGBT seniors face tougher old age</li> <li>○ Aging Prison Population Drives up Costs</li> <li>○ Aging onto the Street</li> </ul> </li> <li>● <b>Video:</b> <ul style="list-style-type: none"> <li>○ “Did I Mess This Up?” A Father Dying From Coronavirus, a Distraught Daughter and a Midnight Rescue. ○ <a href="https://www.propublica.org/article/did-i-mess-this-up-a-father-dying-from-coronavirus-a-distraught-daughter-and-a-midnight-rescue">https://www.propublica.org/article/did-i-mess-this-up-a-father-dying-from-coronavirus-a-distraught-daughter-and-a-midnight-rescue</a></li> </ul> </li> </ul>
<b>Week of November 29th</b>	Social Workers in Healthcare Settings	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Integrating Behavioral and Primary Health Care in Rural Clinics</li> </ul> </li> <li>● <b>Podcast:</b> <ul style="list-style-type: none"> <li>○ Going the distance: covid-19 and mental health <a href="https://crooked.com/podcast/going-the-distance-covid-19-and-mental-health/">https://crooked.com/podcast/going-the-distance-covid-19-and-mental-health/</a></li> </ul> </li> </ul>
<b>Week of December 6th</b>	Future Implications for Closing the Health Gap & Social Work	<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> </ul> </li> <li>● <b>Assignment: Public Health Campaigns due today. Students will present these campaigns to their peers.</b></li> </ul>

**c. Assignments**

Assignment	Due date	Percent of overall grade
<b>Attendance and Class Participation</b>	Every class session = 1 point 15 points in total	15%
<b>Response Papers (3)</b>	Submit the response papers on the following days by 11:59 PM EST via Canvas  <i>Friday, September 10<sup>th</sup></i> <i>Friday, October 8<sup>th</sup></i> <i>November 12<sup>th</sup></i>	30% (10% each)

Assignment	Due date	Percent of overall grade
<b>Grand Challenges Lightning Talk</b>	Submit assignment by 11:59 PM EST on Friday, October 22 <sup>nd</sup> via Canvas	25%
<b>Public Health Campaigns (Class Presentations)</b>	In-Class Presentations: Monday, December 6 <sup>th</sup> (last day of class)  PowerPoint Presentations: Monday, December 6 <sup>th</sup> by 11:59 PM EST via Canvas	30%

### **Attendance and Class Participation (15%)**

*“As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognizing one another’s presence.” Bell Hooks, Teaching to Transgress, p. 8*

This course is a discussion-based, seminar style course. Effective learning occurs when all members of the course actively participate. Class participation consists of the following components:

- Consistent class attendance and arrival on time;
- Coming to class well prepared, having read all course materials before class and having completed all assignments;
- Contributing meaningfully and organically to class discussions and activities;
- Demonstrating increasing mastery of the material; and
- Thinking critically about differing theories, policies and points of view.

For each class session, you will earn 1 point for your attendance and active participation. If you anticipate being absent, please let me know via email at least 24 hours in advance. You are still expected to complete the assigned readings and assignments by the due dates. Also, I recognize that we’re living through a pandemic. Please communicate with me via phone or email if you need special provisions or support. Please refer to the reference link to the Policy on Class Attendance found in the [MSW Student Guide](#).

### **Response Papers (30% in total - 10% per assignment)**

As a way of delving deeply into the readings and to facilitate dialogue about this material during class discussions, you are required to **write three response papers** (750-1000 words) that addresses a topic of interest to you from the assigned reading materials. You may choose to engage in a single text on its own, or draw connections between several readings. Suggested questions to guide your responses: What do you see as the most valuable contribution, thesis, or idea from this material? What aspects of the author’s findings or argument do you find especially useful, well-argued, surprising, problematic, confusing, or unconvincing? How do the readings connect to some of the key ideas or themes highlighted in the course?

**PLEASE DO NOT SIMPLY SUMMARIZE THE READINGS.** These response papers are intended to be both a tool for you to think more deeply about something of concern to you and a means for me to see that you are attempting to engage with the reading material. Further, your response will prepare you for our class discussions, giving you an opportunity to share candid impressions, questions, and assumptions that you find puzzling or contradictory.

**Due Dates: The response papers are due on the following dates: Fridays – September 10<sup>th</sup>, October 8<sup>th</sup>, and November 12<sup>th</sup> by 11:59 PM EST. Submit these assignments via Canvas.**

### **Grand Challenges “Lightning Talk” (25%)**

**What is a lightning talk?**

- A lightning talk is a concise, oral presentation. Lightning talks usually last 3-5 minutes (no more than 10 minutes) and are most commonly made using a series of PowerPoint slides.
- The best lightning talks tell a simple story - What motivated your theme/topic? What did you find? Why does this topic matter?
- You must consider the big picture.

**Assignment Guidelines:**

- Identify a social justice issue or topic consistent with the course sub-theme: *Closing the Health Gap*.
- Articulate one clear central message from the issue/topic identified through a live or pre-recorded video.
- Reference the TED “commandments” that inspire this lightning talk.  
(<https://collectivehub.com/2017/04/the-10-commandments-given-to-ted-talk-speakers/>)

**Due Date: This assignment is due on Friday, October 22<sup>nd</sup> by 11:59 PM EST. Submit recorded video via Canvas.**

### **Public Health Campaigns (30%)**

**Assignment Guidelines:**

- Identify a population and key health disparity affecting this population.
- Develop a multi-part health equity campaign to bring awareness and layout interdisciplinary steps for closing the health gap identified.
- Can be completed in small groups (no more than 3 students in a group) or individually.
- The PowerPoint presentation can display a story or a narrative about your topic that relates to a public health theme/topic discussed in class.
- The areas of the rubric are:
  1. *Story*: Clear introduction to the issue, explaining the parts of the problem and concluding with a solution or ask.
  2. *Design*: Visual images are related to the issue. Tools are properly used.
  3. *Type*: Tool/program best displays the type of narrative that is used.

4. *Layout*: Font, images, or audio are clear and legible.

**Due Date: Class presentations will take place on the last day of class – Monday, December 6<sup>th</sup>. Also, submit the PowerPoint slides on December 6th by 11:59 PM EST. You will upload the completed slides via Canvas.**

**d. Grading**

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following schedule. Letter grades from A through E are given for class performance in most cases. Please refer to the [MSW Student Guide](#) for more questions or clarity around grades.

100 -94 = A  
93 - 90 = A-  
89 - 87 = B+  
86 - 84 = B  
83 - 80 = B-  
79 - 77 = C+  
76 - 74 = C  
73 - 70 = C-  
69 - 67 = D+  
66 - 64 = D  
63 - 60 = D-  
59 and below = E

**A grade (90-100%)** suggests **mastery** of material, inclusive of both deep description and analysis.

**B grade (80-89%)** suggests **competence** related to course material.

**C grade (70-79%)** suggests **familiarity** with material and is not considered adequate for professional practice.

**D grade (60-69%)** indicates deficiency and carries no course credit. (Below 70)

**E grade (<60%)** indicates failure and carry no course credit.

If you are concerned about your class performance or grade, I am willing to work with you to help improve your understanding of the class material or the assignments prior to the end of the semester. Your final grade reflects both your effort and the quality of your engagement and assignments.

Assignments are due at or before the dates listed on the syllabus. **All assignments will be submitted on Canvas.** Please submit all work on time. Except where indicated, late assignments will be penalized 1/3 of a letter grade for the first day past the due date and time, and a full letter grade for each additional day thereafter.

***Assignment Grade Dispute Process***

If you believe you have been graded unfairly on an assignment, please wait 24 hours before contacting me directly. Challenges must be in writing (not verbal), must be detailed, and must be based on substantive arguments (or mathematical errors) as opposed to

references to “fairness.” I reserve the right to re-read and/or re-grade the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards. Thank you in advance for your patience.

### ***Electronic Devices***

Please minimize your use of cell phones in this course. Laptops, tablets, and screen readers may be used in class for reading and taking notes. However, electronics can function as a distraction in class and disrupt class discussion. If I find them to become distracting, I hold the right to disallow them or to minimize your use in class. If you would prefer to print assigned readings, please talk to me, and we’ll figure out alternative ways to access them.

### ***Writing Skills and Expectations***

Strong writing and communication skills are essential to students’ academic success and professional career. I will consider writing quality in grading. Please proofread written work carefully. I strongly recommend that you have a colleague read your documents for clarity, typos, omitted words, etc.

The Writing Coordinator for the School of Social Work may be available to virtually meet with students during the writing process. Students can access this service if available, through the Career Services Office at [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu).

### ***APA Format***

Unless otherwise noted, all assignments should be submitted using APA style formatting. The current edition of APA style should be used in formatting papers prepared for this course and papers should be formatted using one-inch margins, double spacing, and 12-point Times New Roman or Garamond font. Please include in-text citations and a reference list as well. For further information, please refer to the American Psychological Association Publication Manual (often called the APA Style Manual). You can find out more at: <http://www.apastyle.org>. Please consider accessing [Purdue University's OWL](#) website, which is an excellent resource for general writing and formatting advice.

It is critical to reference all sources of information or ideas you use in your writing. To do otherwise is academic dishonesty. In particular, direct quotes must be identified as such. Situations of apparent plagiarism or academic dishonesty will be reported and handled according to University of Michigan policies.

### ***Plagiarism and Academic Dishonesty***

Plagiarism consists of “presenting others' work without adequate acknowledgement of its source, as though it were one’s own.” Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must give credit to the creators of the works that we incorporate into products that we call our own.

Some examples of plagiarism:

- a sequence of words incorporated without quotation marks
- an unacknowledged passage paraphrased from another's work
- the use of ideas, sound recordings, computer data or images created by others as though it were one’s own"

### ***Communication with Instructor***

Email is the best way to reach me. Please anticipate 24 hours for a response Monday-Friday, 9:00 AM - 5:00 PM EST. Weekend emails may have a longer response time (48 hours). Professional email etiquette is expected. Please address me by my formal title as “Dr. Cureton” or “Professor Cureton” in written and oral communications. Include “SW 505” in the subject line to help ensure that your email is seen in a timely manner.

### **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.*

Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#):

### **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 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 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*

#### **h. Mental-Health Supports**

If you are struggling with your mental health or you need someone to talk to, I encourage you to access supports through the Counseling and Psychological Services (CAPS) by visiting their website at <https://caps.umich.edu/>. Please do not wait until you reach a state of crisis to ask for help. It is hard to do, but important. These services are free and anonymous. You should also feel free to let me know if you need extensions or additional supports

#### **i. Policy on Accommodations for Students with Disabilities**

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If you believe the design of this course poses barriers to effectively participating and/or demonstrating learning, please meet with me (with or without a Notice of Accommodation from Disability Services) to discuss reasonable options or adjustments. During our meeting, I may suggest the possibility or necessity of your contacting Services for Students with Disabilities. You can visit the website at <https://ssd.umich.edu/>. You are welcome to talk to me at any point in the quarter about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.