



Course title:	Contemporary Cultures in the United States
Course #/term:	SW 620, Section 1 Fall 2021
Time and place:	Thursday 2:00-5:00 p.m. Online
Credit hours:	3
Instructor:	Robert Joseph Taylor
Pronouns:	He, him, his
Email:	rjtaylor@umich.edu
Office:	SSW 4712
Office hours:	By appointment and After Class

Course Statement

a. Course description and content

This is one of the CSS courses that meet the advanced HBSE requirement. This course will explore the origins and development of selected social variables characterizing the diversity dimensions (ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) in contemporary U.S. society. Social and behavioral science theories and research findings on the allocation of different roles, status, and opportunities to these populations will be studied. Students will use a multidimensional, social justice, and multicultural framework to examine power, privilege, discrimination, and oppression. This course will emphasize that effective social work practice with diverse cultural groups involves understanding professional ethics in the context of the values of both the dominant society and the ethnic community.

The course content will include an exploration of historical, social, and political contexts for the study of diverse cultural groups, as gleaned from contemporary social science theories and conceptual frameworks. The current and historical status of these cultural groups will be reviewed, including constructs such as the family, economic and educational attainment, development of informal and formal institutions within the cultural community, and modes of spiritual expression. This course will also explore the impact of multiple social group memberships on social roles, help-seeking and coping behavior, attitudes, and values. In addition, this course will contain a review of the contemporary conceptual frameworks influencing social science knowledge about intergroup relations and conflict, including but not limited to, culturally sensitive practice. The relationships among privilege, discrimination, and oppression for selected cultural groups, and the implications of these forces for social work practice, the administration of human service organizations, and the formulation of public policies will be covered.

b. Course objectives and competencies

	Competency	Practice Behavior
7.CO	Apply knowledge of human behavior and the social environment.	Synthesize and differentially applies theories of human behavior and the social environment such as theories of social change to guide community practice decisions
7.IP	Apply knowledge of human behavior and the social environment.	Synthesize and differentially applies theories of human behavior and the social environment to guide clinical practice decisions
7.MHS	Apply knowledge of human behavior and the social environment.	Synthesize and differentially apply theories of human behavior and the social environment to guide management practice
7.SPE	Apply knowledge of human behavior and the social environment.	Apply theories of human behavior and the social environment to guide policy and evaluation practice decisions

Upon completion of the course, students will be able to: 1. Identify the historical, social, and political forces influencing the social constructions of diverse cultural groups in the United States (Practice

Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS, 5.IP, 5.SPE, 5.CO, 5.MHS, 7.IP, 7.SPE, 7.CO, 7.MHS). 2. Discuss the influences of discrimination, oppression, and privilege on life experiences of diverse cultural groups (Practice Behaviors 5.IP, 5.SPE, 5.CO, 5.MHS, 7.IP, 7.SPE, 7.CO, 7.MHS). 3. Review the characteristics of selected ethnic and racial groups in the United States and identify key variables to be considered by social workers attempting to work with these populations (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS, 5.IP, 5.SPE, 5.CO, 5.MHS).

c. Course design

The course format will include lectures, discussion, small group discussion, small group exercises and individual assignments.

d. Relationship of the Course to Four Curricular Themes:

Multiculturalism and Diversity issues will be central to this course. The course will cover non-Hispanic white ethnic groups, Muslims, African Americans, American Indians, Latinx, Chinese Americans, Japanese Americans, as well as women and gender issues.

Social Justice and Social Change issues will be discussed throughout this course. Immigration, discrimination and micro-aggressions are a major component of this course. The relationships among injustice, conflict, and social change will also be discussed.

Promotion, Prevention, Treatment, and Rehabilitation approaches will be addressed within the section examining selected social identity groups in the United States. Students will use a strengths approach which links professional human service delivery systems with those formal and informal systems historically and currently available to these diverse cultural groups.

Behavioral and Social Science Research will be used throughout this course and will provide a foundation for evaluating the knowledge base on ethnicity, race, gender, sexual orientation, religion/spirituality, and ability constructs in research and practice.

e. Relationship to social work ethics and values

This course will operationalize the NASW Code of Ethics, as it applies to ethical responsibilities to service consumers (clients), colleagues, and organizations. Other social work codes of ethics will also be examined in the treatment of these ethical responsibilities for selected cultural groups nationally and internationally.

f. Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS):

This course integrates PODS content and skills with a special emphasis on diversity. In particular, the course investigates ethnic and cultural diversity with regards to racial and ethnic groups (African Americans, Black Caribbeans, Mexican Americans, Puerto Ricans, Cubans and Native Americans, Chinese Americans, Japanese Americans), as well as religious denominations (Muslims).

Class Schedule

September 2 Overview of Course and Disability, Religion, Aging, Gender and Families

Lectures:

Aging

Disability

Families and Social Support

Religious Participation

Readings:

Required:

None

Optional:

Balkin, R. S., Schlosser, L. Z., & Levitt, D. H. (2009). Religious identity and cultural diversity: Exploring the relationship between religious identity, sexism, homophobia, and multicultural competence. *Journal of Counseling and Development, 87*(4), 420-427.

Silverstein, M. & Giarruso, R. (2010). Aging and Family Life: A Decade Review. *Journal of Marriage and Family, 72*, 1039 – 1058. (Read pages 1039, 1042-1050).

Goncalves, D. C., Albuquerque, P. B., Byrne, G. J., & Pachana, N. A. (2009). Assessment of depression in aging contexts: General considerations when working with older adults. *Professional Psychology: Research and Practice, 40*(6), 609–616.

Hodge, D. R. (2011). Using Spiritual Interventions in Practice: Developing Some Guidelines from Evidence-based Practice. *Social Work, 56*, 149-158.

Thyer, B. A., & Myers, L. L. (2009). Religious discrimination in social work academic programs: Whither social justice? *Journal of Religion & Spirituality in Social Work: Social Thought*, 28, 144-160.

September 9 LGBT

Lecture:

The Gay Rights Movement in the United States

Video Required:

Stonewall Uprising (2 discussion points required)

<https://www.youtube.com/watch?v=MlbAVS-cDBs>

The True Story Behind the Stonewall Riots (0 discussion points required)

<https://www.youtube.com/watch?v=zHK2WwINSic>

Readings:

Required:

Wheeler, E. E., Horne, S. G., Maroney, M., & Johnson, T. (2018). "Everything That We Can Do": A Content Analysis of the Protective Strategies Used by GLBTQ Parents. *Journal of GLBT Family Studies*, 14(3), 196-212.

Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual review of clinical psychology*, 12, 465-487.

Optional:

Ghaziani, A., Taylor, V., & Stone, A. (2016). Cycles of Sameness and Difference in LGBT Social Movements. *Annual Review of Sociology*, 42, 165-183.

Haas, A. P., Eliason, M., Mays, V. M., Mathy, R. M., Cochran, S. D., D'Augelli, A. R., ..., et al. (2011). Suicide and suicide risk in lesbian, gay, bisexual, and transgender populations: Review and recommendations. *Journal of Homosexuality*, 58, 10-51.

Herek, G. M. (2009). Hate crimes and stigma-related experiences among sexual minority adults in the United States: Prevalence estimates from a national probability sample. *Journal of Interpersonal Violence*, 24(1), 54-74.

Shelton, K., & Delgado-Romero, E. A. (2011). Sexual orientation microaggressions: The experience of lesbian, gay, bisexual, and queer clients in psychotherapy. *Journal of Counseling Psychology*, 58(2), 210–221.

September 16 Immigration and Non-Latino White Ethnic Groups

Lecture:

Whiteness and Irish and Italian Immigration

Video Required: (These videos are difficult and Very Graphic)

FRONTLINE: American Insurrection (2 discussion points required)

(Very Graphic: Video show a person being killed on 1/6/21 at US Capitol)

<https://www.pbs.org/video/american-insurrection-65qeoo/>

Dying in the Name of Vaccine Freedom | NYT Opinion (1 discussion point required)

<https://www.youtube.com/watch?v=pd8P12BXebo&t=452s>

These Hospitalized COVID Patients Still Refuse to Get Vaccinated (1 discussion point required)

<https://www.youtube.com/watch?v=AqUy8915gBg>

Video Optional:

Irish Immigrants: Emerald Isle to Ellis Island

<https://www.pbs.org/video/irish-immigrants-emerald-isle-to-ellis-island-nd134n/>

Readings

Required:

Kerwin, D. (2018). The US Refugee Resettlement Program—A Return to First Principles: How Refugees Help to Define, Strengthen, and Revitalize the United States. *Journal on Migration and Human Security*,

Optional:

- Blodgett, B., & Salter, A. (2018). Ghostbusters is For Boys: Understanding Geek Masculinity's Role in the Alt-right. *Communication Culture & Critique*, 11(1), 133-146.
- Bezio, K. M. (2018). Ctrl-Alt-Del: GamerGate as a precursor to the rise of the alt-right. *Leadership*,
- Pollard, T. (2018). Alt-Right Transgressions in the Age of Trump. *Perspectives on Global Development and Technology*, 17(1-2), 76-88.
- Mayda, A. M., & Peri, G. (2017). The economic impact of US immigration policies in the Age of Trump. *Economics and Policy in the Age of Trump*, 69-77 (**Only**)
- Hogan, J., & Haltinner, K. (2015). Floods, Invaders, and Parasites: Immigration Threat Narratives and Right-Wing Populism in the USA, UK and Australia. *Journal of Intercultural Studies*, 36(5), 520-543.
- Rebhun, U. (2014). Correlates of experiences and perceptions of anti-Semitism among Jews in the United States. *Social Science Research*, 47, 44-60.

September 23 Housing Discrimination and Wealth Differentials

Lecture:

White Privilege and the Accumulation of Wealth

Video Required:

Chicago Segregation (1 discussion point required)

https://www.youtube.com/watch?v=LN_8KIpmZXs

Redlining: The Jim Crow Laws of the North (1 discussion point required)

<https://www.pbs.org/video/redlining-jim-crow-laws-north/>

History of the Suburbs (1 discussion point required)

<https://www.youtube.com/watch?v=ETR9qrVS17g>

Housing Discrimination -- John Oliver (1 discussion points required)

https://www.youtube.com/watch?v=-0J49_9lwc

Readings

Required:

Feagin, J. R. (2020). *The white racial frame: Centuries of racial framing and counter-framing*. Chapter 5: The Contemporary White Racial Frame (pp.102-122). Routledge: New York.

Optional:

Blodgett, B., & Salter, A. (2018). Ghostbusters is For Boys: Understanding Geek Masculinity's Role in the Alt-right. *Communication Culture & Critique*, 11(1), 133-146.

Bezio, K. M. (2018). Ctrl-Alt-Del: GamerGate as a precursor to the rise of the alt-right. *Leadership*,

Pollard, T. (2018). Alt-Right Transgressions in the Age of Trump. *Perspectives on Global Development and Technology*, 17(1-2), 76-88.

Mayda, A. M., & Peri, G. (2017). The economic impact of US immigration policies in the Age of Trump. *Economics and Policy in the Age of Trump*, 69-77 (**Only**)

Hogan, J., & Haltinner, K. (2015). Floods, Invaders, and Parasites: Immigration Threat Narratives and Right-Wing Populism in the USA, UK and Australia. *Journal of Intercultural Studies*, 36(5), 520-543.

Rebhun, U. (2014). Correlates of experiences and perceptions of anti-Semitism among Jews in the United States. *Social Science Research*, 47, 44-60.

September 30

American Indians 1

Lecture:

American Indians Part 1

Video Required:

Unspoken: Native American Boarding Schools (2 discussion points required)

<https://www.youtube.com/watch?v=Yo1bYj-R7F0>

Readings:**Required:**

Gone, J. P. (2013). Redressing First Nations historical trauma: Theorizing mechanisms for indigenous culture as mental health treatment. *Transcultural Psychiatry*, 50, 683-706

Optional:

Gone, J. P., & Trimble, J. E. (2012). American Indian and Alaska Native mental health: Diverse perspectives on enduring disparities. *Annual review of clinical psychology*, 8, 131-160.

Mays, V. M., Gallardo, M., Shorter-Gooden, K., Robinson-Zanartu, C., Smith, M., McClure, F., ..., Ahhaitty, G. (2009). Expanding the circle: Decreasing American Indian mental health disparities through culturally competent teaching about American Indian mental health, *American Indian Culture and Research Journal*, 33(3), 61-83.

October 7 American Indians 2**Lecture:**

American Indians Part 2

Native American Voter Suppression

Video Required:

The Daily Show - The Redskins' Name - Catching Racism (1 discussion point required)

<https://www.youtube.com/watch?v=loK2DRBnk24>

American Indian Boarding Schools and Adoption (2 discussion points required)

<https://www.youtube.com/watch?v=UGqWRyBCHhw>

Readings:**Required:**

Keith, J. F., Stastny, S. N., & Brunt, A. (2016). Barriers and Strategies for Success for American Indian College Students: A Review. *Journal of College Student Development*, 57(6), 698-714.

Walters, K. L., Mohammed, S. A., Evans-Campbell, T., Beltrán, R. E., Chae, D. H., & Duran, B. (2011) Bodies don't just tell stories, they tell histories: Embodiment of Historical Trauma among American Indians and Alaska Natives, *Du Bois Review*, 8, 179–189.

October 14 African Americans, Racism and Health**Lecture:**

Black American Population Part 1

Video Required:

David Williams: Social Inequities and Health (2 discussion points required)

<https://www.youtube.com/watch?v=hoD5bpUHWm8>

Readings**Required:**

Williams, D. R. (2018) Stress and the Mental Health of Populations of Color: Advancing Our Understanding of Race-related Stressors *Journal of Health and Social Behavior*. 59(4) 466–485

Williams, D. R. & Cooper, L. A., (2019) Reducing Racial Inequities in Health: Using What We Already Know to Take Action. *International Journal of Environmental Research and Public Health*.

Optional:

Williams, D. R. & Mohammed, S. A. (2013). Racism and health I: Pathways and scientific evidence. *American Behavioral Scientist*, 57, 1152-1173.

Williams, D. R. & Mohammed, S. A. (2013). Racism and health II: A needed research agenda for effective interventions. *American Behavioral Scientist*, 57, 1200-1226.

October 21 African Americans 2

Lecture

Black American Population Part 2

Microaggressions and Everyday Discrimination

Video Required:

TOUCH THE SKY: Black America Since MLK and Still I Rise (2 discussion points required)

<https://video-alexanderstreet-com.proxy.lib.umich.edu/channel/henry-louis-gates-jr?q=henry%20louis%20gates>

KEEP YOUR HEAD UP: Black America Since MLK and Still I Rise (2 discussion points required)

<https://video-alexanderstreet-com.proxy.lib.umich.edu/channel/henry-louis-gates-jr?q=henry%20louis%20gates>

Readings:

Required:

Wakefield, S., Lee, H., & Wildeman, C. (2016). Tough on Crime, Tough on Families? Criminal Justice and Family Life in America. *Annals of the American Academy of Political and Social Science*, 665, 8-21.

Optional:

Sue, D. W., Nadal, K. L., Capodilupo, C. M., Lin, A. I., Torino, G. C. & Rivera, D. P. (2008). Racial microaggressions against Black Americans: Implications for counseling. *Journal of Counseling & Development*, 86, 330-338.

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L. & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271-286.

October 28 Latinx 1

Lecture:

Latinos in the United States Part 1

Video:

Latino Americans: Episode 5: Prejudice and Pride (2 discussion points required)

<https://www.pbs.org/video/latino-americans-episode-5-prejudice-and-pride/>

Required:

Juarez, M., Gomez-Aguinaga, B., & Bettez, S. P. (2018). Twenty years after IIRIRA: The rise of immigrant detention and its effects on Latinx communities across the nation. *Journal on Migration and Human Security*, 6, 74-96

Kerwin, D., & Warren, R. (2018). DREAM Act-Eligible Poised to Build on the Investments Made in Them. *Journal on Migration and Human Security*, 6, 61-73

Optional:

Gándara, P. (2010). The Latino Education Crisis, *Educational Leadership*, 75(5).

Guerrero, E.G., Marsh, J. C., Khachikian, T., Amaro, H., Vega, W. A. (2013). Disparities in Latino substance use, service use, and treatment: Implications for culturally and evidence-based interventions under health care reform. *Drug and Alcohol Dependence*, 133, 805-813.

Guarnaccia, P. J., Pincay, I. M., Alegría, M., Shrout, P. E., Lewis-Fernández, R. & Canino, G. J. (2007). *Assessing Diversity Among Latinos : Results From the NLAAS Hispanic Journal of Behavioral Sciences*, 29, 510

Bauer, A. M., Chen, C., & Alegría, M. (2010). English Language Proficiency and Mental Health Service Use Among Latino and Asian Americans With Mental Disorders, *Medical Care*, 48, 1097-1014.

Tienda, M. & Mitchell, F. (2006). *Multiple origins, uncertain destinies: Hispanics and the American future*. Washington: National Academies Press.

Tienda, M., & Fuentes, N. (2014). Hispanics in metropolitan America: New realities and old debates. *Annual Review of Sociology*, 40, 499-520.

November 4 Latinx 2

Lecture:

Latinos in the United States Part 2

Immigration and Detention

Video Required:

Living Conditions At A Migrant Detention Center (1 discussion point required)

<https://www.youtube.com/watch?v=hNH2w0XOeCM>

How ICE Helped Spread the Coronavirus (1 discussion point required)

<https://www.nytimes.com/video/us/100000007122997/ice-deportations-coronavirus-video.html?playlistId=video/investigations>

Dolores Huerta (1 discussion point required)

https://www.youtube.com/watch?v=bBt5au1caD0&list=PL5qpEftF3CSSN4NSXWM-aR2HQ4Bwkfl_O&index=4

Video Optional:

Portrait in Minute: Dolores Huerta (0 discussion point required)

https://www.youtube.com/watch?v=cxX89_ZpP2w&list=PL5qpEftF3CSSN4NSXWM-aR2HQ4Bwkfl_O&index=3

Readings:

Cervantes, W., & Walker, C. (2017). Five reasons Trump's immigration orders harm children. Center for Law and Social Policy.

November 11 Asian Americans 1

Lecture:

Asian Americans in the United States Part 1

Videos Required:

Vincent Who (Watch Chapters 1-8 Roughly 40 minutes) (2 discussion points required)

<https://www.youtube.com/playlist?list=PL3F74C2EF67CCECD1>

Required:

Lee, J. C., & Kye, S. (2016). Racialized Assimilation of Asian Americans. *Annual Review of Sociology*, 42, 253-273.

Optional:

Sue, D. W., Bucceri, J., Lin, A. I., Nadal, K. L., & Torino, G. C. (2009). Racial microaggressions and the Asian American experience. *Asian American Journal of Psychology*, 13(1), 72-81.

Kim, I., Chen, J., & Spencer, M. S. (2012). Social determinants of health and mental health among Asian Americans in the United States. *Journal of the Society for Social Work and Research*, 3, 346-361.

Spencer, M. S., Chen, J., Gee, G. C., Fabian, C. G., & Takeuchi, D. T. (2010). Discrimination and mental health-related service use in a National Study of Asian Americans. *American Journal of Public Health*, 100(12), 2410-2417.

Nov 18 Asian Americans 2**Lecture:**

Asians in the United States Part 2

Video Required:

Chinese Exclusion Act (1 discussion point required)

<https://www.youtube.com/watch?v=FbBatK7JWYc>

United States v. Wong Kim Ark (1 discussion point required)

<https://www.youtube.com/watch?v=6y487b7mQj0>

Reading:

Required:

Gee, G. C., Ro, M. J., & Rimoin, A. W. (2020). Seven Reasons to Care About Racism and COVID-19 and Seven Things to Do to Stop It. *American Journal of Public Health, 110*, 954-955.

Kantamneni, N. (2020). The impact of the COVID-19 pandemic on marginalized populations in the United States: A research agenda. *Journal of Vocational Behavior, 119*.

Optional:

Poon, O., Squire, D., Kodama, C., Byrd, A., Chan, J., Manzano, L., Furr, S. & Bishundat, D., (2016). A critical review of the model minority myth in selected literature on Asian Americans and Pacific Islanders in higher education. *Review of Educational Research, 86*(2), 469-502.

Sue, S., Ka, J., Cheng, Y. & Saad, C. S. (2012). Asian American mental health: A call to action. *American Psychologist, 67*(7), 532–544.

November 25 Thanksgiving

Dec 2 Muslim Americans

Lecture:

Muslim Americans

Video Required:

China Undercover (2 Discussion Points)

<https://www.pbs.org/video/china-undercover-zqcoh2/>

Readings

Required:

Zainiddinov, H. (2016). Racial and ethnic differences in perceptions of discrimination among Muslim Americans. *Ethnic and Racial Studies*, 39(15), 2701-2721.

Optional:

Ciftci, A., Jones, N. & Corrigan, P. W. (2013). Mental health stigma in the Muslim community. *Journal of Muslim Mental Health*, 7(1), 17-32.

Nadal, K. L., Griffin, K. E., Hamit, S., Leon, J., Tobio, M., & Rivera, D. P. (2012). Subtle and overt forms of Islamophobia: Microaggressions toward Muslim Americans. *Journal of Muslim Mental Health*, 6(2), 15-37.

Al-Krenawi, A., & Graham, J. R. (2000). Culturally sensitive social work practice with Arab clients in mental health settings. *Health & Social Work*, 9-22.

Amri, S., Bemak, F. (2013) Mental Health Help-Seeking Behaviors of Muslim Immigrants in the United States: Overcoming Social Stigma and Cultural Mistrust. *Journal of Muslim Mental Health*, 7, 43-63

December 9 John Lewis, Diane Nash, CT Vivian, Z. Alexander Looby and Civil Rights**Lecture**

Civil Rights

Video Required:

Eyes On The Prize (Part 3): Ain't Scared of Your Jails (1960-1961) Americas Civil Rights Movement (2 discussion points required)

Go to Kanopy and then use your UM login.

<https://www.kanopy.com/product/eyes-prize>

“Who the Hell is Diane Nash” (2 discussion points required)

https://www.youtube.com/watch?v=GiffL6KplzQ&list=PL5qpEftF3CSSN4NSXWM-aR2HQ4BwkfI_O

Video Optional:

Diane Nash Bio (0 discussion points required)

https://www.youtube.com/watch?v=iAG9kABlWaQ&list=PL5qpEftF3CSSN4NSXWM-aR2HQ4BwkfI_O&index=2

December 10 Take home final available at 1:00 p.m.

December 11 Submit take home final (by 11:59 p.m.)

Course Administrative Tasks

Attendance:

You are expected to attend and to be prepared to take part in each class session. Attendance is important for you to keep up with course work. Missing 2 unexcused classes will reduce your final grade (e.g. an A will be reduced to a B) and each additional absence will reduce your final grade an additional half grade. As adult learners, I expect you to make appropriate decisions about attending class. Please notify me as soon as possible if you must miss a class. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to be in class. Please be aware of the disruptive nature of coming to class late; enter the classroom as quietly as possible and wait until break to catch up with what is going on. If you anticipate that you will be absent for religious observances, please let me know ahead of time so that we can plan accordingly.

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.

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.

Laptops and Electronic Devices:

This class involves both lecture and discussion. As such, laptops, and tablets can only be used for taking notes. They cannot be used for e-mail, social media or other use during class time. Cell phones are not permitted in the classroom. Use of these devices can be a distraction to both the user and their fellow classmates. Students are asked to refrain from their use in order to promote a more engaged classroom environment.

Phones and Pagers:

In consideration of your classmates, and due to their disruptive nature, I request that all telephones are turned off while you are in class. This is your time and I want you to be able to protect it. If you are required to carry a pager, please set it to vibrate only.

Accommodations for Students With Disabilities:

If you think you need an accommodation for a disability, please let me know early in the term. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734-763-3000; <http://ssd.umich.edu>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such. If there are any circumstances and/or adaptations that are required for instruction or the classroom situation, please consult me.

Religious Holidays and Academic Conflicts: From the Provost's Office:

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the provost.

Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements.