1. Course Statement

a. Course description

This course is designed to prepare social work students for effective and ethical professional practice in global social work contexts. This course works from a framework that acknowledges that global issues and practice are not bound by physical borders. Global contexts within the USA and abroad will be explored. These contexts will be within and across different cultural, geopolitical, socio-economic, organizational, and interpersonal settings.

Ongoing development of critical consciousness is the core of this course. Throughout the course, students will critically and reflexively examine the impact of their positionalities, privilege, values, assumptions, prejudice, and biases. Specific attention will be placed on analyzing types, levels, and sources of power and mechanisms of oppression to assist students in addressing global inequalities. They will use such expanding/increasing critical understanding and insights to more effectively work including advocacy and developing allyship in diverse global contexts.

b. Course content

This course includes content on international social work practice, research, and education. The content will be taught from the frameworks of globalization, postcolonialism, and postmodernism. These frameworks allow for the exploration of global contexts, including different cultural, geopolitical, socio-economic, and organizational settings. Since the development of critical consciousness is a core objective of this course, ongoing development of critical consciousness is the core of this course.
of this course, content on self-awareness and critical reflection will be explored, including the impact of assumptions, values, biases, and positionalities (aspects of one’s position such as gender, gender expression, age, wealth, race/ethnicity, and nationality) on global social work practice. Historical and contemporary geopolitical, socio-economic, and cultural contexts will be explored with an eye toward the development of cultural humility.

c. **Course objectives and competencies**

- Identify and comprehend potential impacts of their assumptions, values, biases, positionalities (aspects of one’s position such as gender, gender expression, age, wealth, race/ethnicity, and nationality that impact perceptions, reactions, etc.) on social work practice in a global setting; (EPAS 1, 2, 3; PODS)
- Navigate and negotiate within and across various geopolitical, socio-economic, cultural, and organizational contexts by utilizing intercultural communication skills, practice cultural humility, and demonstrate an increasing capacity for critical consciousness; (EPAS 1, 2, 3; PODS)
- Analyze practice principles and processes that build on local/indigenous knowledge and experience in the historical and contemporary geopolitical, socio-economic, and cultural contexts. This will include students’ demonstration of awareness of the effects of current and historical oppression, discrimination, and trauma on client and client systems; (EPAS 1, 2, 3, 4, 9; PODS)
- Conduct assessments that take into consideration the role that geopolitical, socio-economic, and cultural contexts play in defining social issues and developing interventions to advance human rights, social, economic, and environmental justice; (EPAS 1, 2, 3, 7; PODS)
- Evaluate ethical issues and articulate possible responses that appropriately consider the local context and personal biases. As a result, students will learn how to advocate for the rights of marginalized, stigmatized, excluded, exploited and oppressed individuals, communities, and societies; (EPAS 1, 2, 3, 6, 9; PODS)
- Develop/propose strategies that challenge existing models and frameworks of international engagement (e.g., aid based, charity, volunteerism, non-Western models, shared economies) and underlying philosophies and assumptions/biases. (EPAS 2, 3, 5, 8; PODS)

d. **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.

Class meeting time will generally be devoted to the discussion and related activities. Presentations will be led by the instructor, students, and guest lecturers and readings will provide the basis for the discussion. Students will be able to access course readings, PowerPoint slides, assignments, and resources through the Canvas site established for this course.
e. **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.

**Theme Relation to Multiculturalism & Diversity**

*Multiculturalism and Diversity* will be central to the course and integrated throughout. Privilege and oppression concepts will be used as a lens through which we examine individual and group relations in other countries. Additionally, we will examine how privilege and oppression inform our understanding of various national contexts, including our own.

**Theme Relation to Social Justice**

Social justice and social change will be considered in a multinational context, including examining issues of human rights. Through ongoing critical analyses, students will be encouraged to explore and propose policy and practice approaches that promote social change and social justice.

**Relationship to Social Work ethics and Values**

Ethical issues are of central importance in thinking about global social work. In particular, this course will examine topics such as informed consent (e.g. questions of clarity of communication when there are language/cultural differences) and value/cultural/religious differences. The course also examines the Statement of Ethical Principles developed by the International Federation of Social Workers (IFSW) and International Association of Schools of Social Work (IASSW). We will explore strategies to change policies and practices that violate social work ethics and values in consideration of contexts within and across different cultural, geopolitical, socioeconomic, organizational, and interpersonal settings.

### 2. Class Requirements

**a. Text and class materials**

You are required to purchase/access one book:


The additional required and optional readings will be provided via Canvas in the form of links to external sites (e.g., news articles, videos, podcasts) 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 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 me 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 and the general flow of the course. I’ll alert you when I’ve uploaded new readings and documents.

**b. Class schedule**

Below is an overview of the weekly themes/topics, required readings and videos, and assignments for your review. **If changes are made to the syllabus, an email will be shared at least 72 hours in advance. Updates will be added to the Canvas website.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of January 17th</td>
<td>NO CLASS MLK DAY</td>
<td>● Readings:</td>
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<tr>
<td>WEEK 2</td>
<td></td>
<td>○ OPTIONAL: 5 Things Written by Martin Luther King Jr. that Everyone Should Read, According to an Expert <a href="https://time.com/5221314/martin-luther-king-jr-speeches/">https://time.com/5221314/martin-luther-king-jr-speeches/</a></td>
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<tr>
<td></td>
<td></td>
<td>● Video/Documentary:</td>
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<td></td>
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<td>○ OPTIONAL: 9 Documentaries to Watch for Martin Luther King Jr. Day <a href="https://www.thewrap.com/martin-luther-king-jr-documentaries-civil-rights/">https://www.thewrap.com/martin-luther-king-jr-documentaries-civil-rights/</a></td>
</tr>
</tbody>
</table>

- **OPTIONAL (HIGHLY RECOMMEND):** NWS (2018). 7 tips on how to be a good human while traveling to countries in the Southern Hemisphere. [https://nowhitesaviors.org/7-tips-on-how-to-be-a-good-human-while-traveling-to-countries-in-the-southern-hemisphere/](https://nowhitesaviors.org/7-tips-on-how-to-be-a-good-human-while-traveling-to-countries-in-the-southern-hemisphere/)
<table>
<thead>
<tr>
<th>Week of January 24th</th>
<th>International Social Work Practice and Education in a Globalized Modern World</th>
<th><strong>Readings:</strong></th>
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<tbody>
<tr>
<td></td>
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<td>○ Development Aid: What if we need to rethink the concept: <a href="https://moderndiplomacy.eu/2022/01/01/development-aid-what-if-we-need-to-re-think-the-concept/">https://moderndiplomacy.eu/2022/01/01/development-aid-what-if-we-need-to-re-think-the-concept/</a></td>
</tr>
<tr>
<td></td>
<td><strong>Video:</strong></td>
<td>○ <strong>OPTIONAL (HIGHLY RECOMMEND):</strong> The myth of globalization. Peter Alfandary, TEDxAix <a href="https://www.youtube.com/watch?v=xUYNB4a8d2U">https://www.youtube.com/watch?v=xUYNB4a8d2U</a></td>
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</tbody>
</table>

**Assignment:** Response Paper (#1) due on Friday, January 28, 2022 by 11:59 PM EST. Submit the assignment via Canvas.

<table>
<thead>
<tr>
<th>Week of January 31st</th>
<th>Self-Awareness and Critical Reflection Development</th>
<th><strong>Readings:</strong></th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>○ <strong>OPTIONAL (HIGHLY RECOMMEND):</strong> Thomas, L., &amp; Chandrasekera, U. (2014). Uncovering what lies beneath: An examination of power, privilege, and</td>
</tr>
<tr>
<td>Week of February 7th</td>
<td>Transnational Values and Ethics for Global Social Workers</td>
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<tr>
<td>WEEK 5</td>
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<td>● Readings:</td>
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<thead>
<tr>
<th>Week of February 14th</th>
<th>Local, Indigenous, and Global Spaces</th>
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</thead>
<tbody>
<tr>
<td>WEEK 6</td>
<td></td>
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<tr>
<td></td>
<td>● Readings:</td>
</tr>
<tr>
<td></td>
<td>○ <strong>OPTIONAL (HIGHLY RECOMMEND):</strong> Tuck, E. (2009). Indigenous</td>
</tr>
<tr>
<td>Week of February 21st</td>
<td>Cultural Competence versus Cultural Humility in International Contexts</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------------------------------------</td>
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</tbody>
</table>

- **Readings:**
**Assignment: Virtual Informational Interview + Reflection**  
Paper due on Friday, February 25, 2022 by 11:59 PM EST. Submit the assignment via Canvas.

<table>
<thead>
<tr>
<th>Week of February 28&lt;sup&gt;th&lt;/sup&gt;</th>
<th>NO CLASS SPRING BREAK</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 8</td>
<td>● NO ASSIGNED READINGS</td>
</tr>
<tr>
<td></td>
<td>● Enjoy your break!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week of March 7&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Social Work in a Technological World</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 9</td>
<td>● Readings:</td>
</tr>
<tr>
<td></td>
<td>● Video:</td>
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<tr>
<td></td>
<td>○ Technology for Social Good: Kim Box at TEDxSacramentoSalon TedTalk- (8 minutes) <a href="https://www.youtube.com/watch?v=vfWoLX0vII">https://www.youtube.com/watch?v=vfWoLX0vII</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week of March 14&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Rapid/Ethnographic Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 10</td>
<td>● Readings:</td>
</tr>
</tbody>
</table>
### Week of March 21st
**WORLD SOCIAL WORK DAY**
The actual day is Tuesday, March 22, 2022

- **Guest Speaker** - TBD
- **Readings:**
  - History of World Social Work Day [https://www.ifsw.org/history-world-social-work-day/](https://www.ifsw.org/history-world-social-work-day/)

**Assignment:** Response Paper (#2) due on Friday, March 25, 2022 by 11:59 PM EST. Submit the assignment via Canvas.

### Week of March 28th
**Values and Ethics**

- **Readings:**

- **Video:**
| Week of April 4<sup>th</sup> | Models and Frameworks of International Engagements | ● Readings:  
○ NWS (2019). How to be an advocate without perpetuating the White Savior Complex.  
<table>
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</thead>
<tbody>
<tr>
<td>Week of April 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Review (JEOPARDY GAME) + Group Presentations</td>
<td>● No assigned readings</td>
</tr>
<tr>
<td>Week of April 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Group Presentations</td>
<td>● No assigned readings</td>
</tr>
<tr>
<td>WEEK 13</td>
<td>[Social justice -- is it still relevant in the 21st century? Ted Talk (18 minutes) <a href="https://www.youtube.com/watch?v=Wtroop739uU">https://www.youtube.com/watch?v=Wtroop739uU</a>](<a href="https://www.youtube.com/watch?v=Wtroop739uU">https://www.youtube.com/watch?v=Wtroop739uU</a>)</td>
<td></td>
</tr>
<tr>
<td>WEEK 14</td>
<td><a href="#">Week of April 4&lt;sup&gt;th&lt;/sup&gt;</a></td>
<td></td>
</tr>
<tr>
<td>WEEK 15</td>
<td>Assignment: Global Issue Campaigns due on Monday, April 18&lt;sup&gt;th&lt;/sup&gt; by 11:59 PM EST. Submit presentations via Canvas.</td>
<td></td>
</tr>
</tbody>
</table>

c. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp;</td>
<td>Active listening and engagement</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment</td>
<td>Due date</td>
<td>Percent of overall grade</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Class Participation</td>
<td>during every class session</td>
<td></td>
</tr>
<tr>
<td>Response Papers (2)</td>
<td>Submit the response papers on the following days by 11:59 PM EST via Canvas</td>
<td>20% (10% each)</td>
</tr>
<tr>
<td></td>
<td><em>Friday, January 28th</em></td>
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<td></td>
<td><em>Friday, March 25th</em></td>
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</tr>
<tr>
<td>Discussion Lead</td>
<td>Complete this task before the end of the semester</td>
<td>10%</td>
</tr>
<tr>
<td>Virtual Informational Interview + Reflection Paper</td>
<td>Submit this assignment on Friday, <em>February 25, 2022</em> by 11:59 PM via Canvas</td>
<td>25%</td>
</tr>
<tr>
<td>Global Issue Campaigns (Class Presentations)</td>
<td>In-Class Presentations: <em>Monday, April 11th &amp; Monday, April 18th</em></td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Submit your presentations on <em>Monday, April 18th</em> by 11:59 PM EST via Canvas</td>
<td></td>
</tr>
</tbody>
</table>

**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.

Due to the rise in COVID-19 cases as two highly infectious variants circulate throughout the country, some of the class sessions will be conducted in a virtual format. If class will be conducted virtually, I will let you know at least 48 hours in advance. **If you anticipate missing class for any reason and would like to receive your attendance and participation point for that day, you have the option to submit a summary (1-2 paragraphs) on the major themes and/or readings highlighted in that week.** You should draw on various sources, such as the PowerPoint slides, assigned readings, and other resources associated with that week’s readings. **Three or more absences will reduce your final grade by one letter grade.**

Grades are not a reflection of your value as a person or even your personal capacity. Grades serve as a reflection of the reality of balancing school with other responsibilities and of your level of effort. Grades also reflect the extent to which the content of a course fits with your existing knowledge and skills, which will vary from course to course. What is most important is that you are challenged and that you are ready to learn.

**Response Papers (20% 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 two response papers (750-1000 words) that addresses a topic of interest to you from the assigned reading materials. **You should draw connections between several readings and/or authors.** 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: Friday, January 28, 2022 and Friday, March 25, 2022 by 11:59 PM EST. Submit these assignments via Canvas.

**Discussion Lead (10%)**
In this assignment, students will sign up to lead a discussion of the class based on completing and assessing the week’s readings. Students will do this assignment in groups of 2-3 classmates that will be formed early in the semester based on mutual interests. In addition to the reading that all students are expected to do for each week, discussion leaders will be responsible for organizing and meeting outside of class, searching for examples of relevant concepts/organizations/programs to illustrate their presentation, and discussing how their presentation will go. Students who are the discussion leaders are free to engage the class in a discussion using any learning aid that they chose (i.e. cases, videos, games, role plays, thought provoking activities) and will present 1) a brief summary of the readings, 2) an exploration of the course frameworks presented in the readings, 3) an assessment of assumptions, values, biases and positionalities, and 4) explore possible actions. Students will have about 25 minutes of in class time to lead the discussion.

Virtual Informational Interview & Reflection Paper (25%)

What is an informational interview?
An informational interview is an informal conversation you can have with someone working in an area of interest to you. It is an effective research tool and is best done after preliminary online research. It is not a job interview, and the objective is not to find job openings. You may feel awkward reaching out to people you don't know. However, most people actually enjoy taking a bit of time out of their day to reflect on their professional life and give advice to someone interested in their field.

What are the benefits of an informational interview?
- Get firsthand, relevant information about the realities of working within a particular field, industry or position.
- Find out about career paths you did not know existed.
- Get tips and insider knowledge about how to prepare for and land your post-MSW position
- Learn what it’s like to work at a specific organization.
- Initiate a professional relationship and expand your network of contacts in a specific career field; meet people who may forward job leads to you in the future.

Assignment Guidelines:
- Conduct some initial research on the career field or employer engaging in international social work.
- Identify one person to interview based on your initial online search and existing networks to schedule a 30-minute interview.
- Prepare for the interview by developing a brief introduction of yourself and your hopes for the meeting. Plan open-ended questions to ask. Please note we will discuss and develop potential open-ended questions in class.
- Conduct the virtual informational interview
- Complete a reflection paper (no longer than 3 pages, double-spaced) on the process of conducting an informational interview. Include the following themes:
  - Describe the person and their current role/organization
  - Describe why you selected this person for your initial interview
Name at least three things you learned from this initial interview

How will this initial interview inform your future job prospects and your perception of the international social work field?

How did the themes covered in your interview align (or depart) with course content and readings?

Due Date: This assignment is due on Friday, February 25, 2022 by 11:59 PM EST. Submit this assignment via Canvas.

Global Issue Campaigns (30%)

Assignment Guidelines:

- Identify a population and global issue affecting this population.
- Develop a multi-part global campaign to bring awareness and layout interdisciplinary steps for tackling an identified global issue.
- Can be completed in small groups (no more than 3 students in a group) or individually.
- The presentation can display a story or a narrative about your topic that relates to a global issue 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 during the last two class sessions—Monday, April 11th and Monday, April 18th. Also, submit the presentation by Monday, April 18th by 11:59 PM EST 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 through the Career Services Office at 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.