



<b>Course title:</b>	Advanced Topics in Global Social Work Practice: An Introduction to Human Rights
<b>Course #/term:</b>	SW 789, Section 001, Spring/Summer 2022 (IN-PERSON)
<b>Time and place:</b>	Wednesdays (May 11 <sup>th</sup> , May 18 <sup>th</sup> , May 25 <sup>th</sup> , June 1 <sup>st</sup> , & June 8 <sup>th</sup> from 6-9 PM EST; <b>B780 SSWB</b> )
<b>Credit hours:</b>	1
<b>Prerequisites:</b>	None
<b>Instructor:</b>	Dr. Ashley Cureton (Dr. Cureton; Professor Cureton; Professor C)
<b>Pronouns:</b>	She/Her
<b>Contact info:</b>	<b>Email:</b> curetona@umich.edu <b>Phone:</b> (734) 763-6081 You may expect a response within 72 hours.
<b>Office:</b>	3702 SSWB
<b>Office hours:</b>	Wednesdays from 4:00 – 6:00 PM EST

## 1. Course Statement

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### a. Course description

The course aims to provide a basic introduction to international human rights, their conceptual and historical foundations, as well as the main international legal instruments and institutions aimed at protecting and promoting human rights worldwide. The course has three purposes: to define and explore the terms, histories and theories of human rights; examine alternative or competing definitions of rights; and apply human rights thinking to local and international issues using a case-based approach. Throughout the course, concrete case studies will be used to illustrate the range of human rights problems as well as the utility of the accountability paradigm to current international and national events and problems. The class includes lectures, discussion, special events and guest lectures of representatives from local non-governmental organizations (NGOs) / social movements and international organizations may also guest lecture.

### b. Course objectives and competencies

- Demonstrate critical and reflexive understanding of social, economic, and environmental problems and injustices and human rights violations within a local and global context (e.g. human trafficking, gender-based violence and gender discrimination, climate change). (EPAS 1, 3; PODS)
- Demonstrate critical and reflexive understanding of potential solutions to select local and global problems. (EPAS 4, 5, 7, 8; PODS)
- Critically and reflexively examine the structure of institutions and the actors who influence global policy and practice decision-making (e.g. United Nations programs, international social work federations; indigenous and transnational communities and advocacy groups). (EPAS 1, 5, 7, 9; PODS)
- Apply the understanding of social, economic, and environmental justice and human rights to develop policy, practice, and/or research-related projects. (EPAS all; PODS)

### c. Course design

This class will strive to foster a learning environment where each student can reflect critically on human rights-based frameworks. This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences. It involves lectures, videos, large and small group discussions and participation in experiential activities. 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.

This course has a substantial focus on PODS as it emphasizes understanding power in the global context, including how power contributes to privilege, oppression, diversity, and social justice in a global social work. The course will teach students to apply social justice lenses (e.g., feminism, emancipation, decolonization) to describe and explain global phenomena (e.g., human trafficking, climate change, and environmental disasters) and potential solutions to global problems.

The course emphasizes the following PODS' skills:

##### **Critical Contextual/Structural Thinking**

- Demonstrate skills relevant for the critical and reflexive understanding of how global issues (experienced locally and globally) are constructed, understood, and addressed, through information gathering and
- Critical analysis of manifestations, consequences, and mechanisms of injustice at a global level.
- Demonstrate analytical skills by applying comparative, historical and global perspectives.

##### **Take Actions towards Social Justice**

- Demonstrate the ability to develop research- and policy- questions relevant to global problems by using collaborative/participatory theories and methods.
- Build on positive sources of power to envision and to work toward globally social justice and empowerment.

##### **Critical Self-Awareness, Use of Self & Strategies for Resilience & Generativity**

- Recognize one's own positionality as citizen, resident or member of a specific community, location or nation, within the global context.
- Demonstrate knowledge and skills for intersectional humility, related to community, location or nation membership (be able to suspend one's own assumptions and perspectives in order to understand/recognize alternative worldviews).

## **2. Class Requirements**

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#### **a. Text and class materials**

The required and optional readings will be provided via Canvas in the form of links to external sites (e.g., news, 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 **BEFORE** each class session. 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.

**PLEASE NOTE THAT THIS SYLLABUS IS SUBJECT TO CHANGE. 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 accordingly.**

<p>Wednesday, May 11th</p> <p>WEEK 1</p>	<p><b>FOUNDATION: The History of Human Rights</b></p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> The Universal Declaration of Human Rights. <a href="https://www.un.org/en/about-us/universal-declaration-of-human-rights">https://www.un.org/en/about-us/universal-declaration-of-human-rights</a></li> <li>○ <b>REQUIRED:</b> Donnelly, J. (2013). <i>Universal human rights: In theory and practice</i>. Cornell University Press. <b>CHAPTER 2</b> (pp. 24-39)</li> <li>○ <b>OPTIONAL:</b> Micheline R. Ishay, <i>The History of Human Rights</i> (Berkeley: University of California Press, 2004), “Enlightenment,” pp. 64-116.</li> </ul> </li> <li>● <b>Videos:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> What are the universal human rights? Benedetta Berti (4:46 minutes) <a href="https://www.youtube.com/watch?v=nDgIVseTkuE">https://www.youtube.com/watch?v=nDgIVseTkuE</a></li> <li>○ <b>OPTIONAL:</b> Universal Declaration of Human Rights (6:10 minutes) <a href="https://www.youtube.com/watch?v=5RR4VXNX3jA">https://www.youtube.com/watch?v=5RR4VXNX3jA</a></li> </ul> </li> </ul>
<p>Wednesday, May 18<sup>th</sup></p> <p>WEEK 2</p>	<p><b>THEORY: The Philosophy of Human Rights</b></p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Donnelly, J. (1984). Cultural relativism and universal human rights. <i>Human Rights Quarterly</i>, 6(4), 400-419.</li> <li>○ <b>OPTIONAL:</b> Freeman, M. (1994). The philosophical foundations of human rights. <i>Human Rights Quarterly</i>, 16(3), 491-514.</li> <li>○ <b>OPTIONAL:</b> Musalo, K. (2015, November 12). <i>When rights and cultures collide</i>. Markkula Center for Applied Ethics: Santa Clara University. <a href="https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/when-rights-and-cultures-collide/">https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/when-rights-and-cultures-collide/</a></li> </ul> </li> </ul>
<p>Wednesday, May 25th</p> <p>WEEK 3</p>	<p><b>HUMAN RIGHTS: Women &amp; Human Rights</b></p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Women’s Rights. Amnesty International. <a href="https://www.amnesty.org/en/what-we-do/discrimination/womens-rights/">https://www.amnesty.org/en/what-we-do/discrimination/womens-rights/</a></li> <li>○ <b>REQUIRED:</b> Ford, L. (2019). ‘Everybody is talking about it’: Women’s rights to take centre stage in 2020. <i>The Guardian</i>. <a href="https://www.theguardian.com/global-development/2019/dec/27/everybody-is-talking-about-it-womens-rights-to-take-centre-stage-in-2020">https://www.theguardian.com/global-development/2019/dec/27/everybody-is-talking-about-it-womens-rights-to-take-centre-stage-in-2020</a></li> <li>○ <b>OPTIONAL:</b> Johnson, S. (2021). ‘It was</li> </ul> </li> </ul>

		<p>civil war: photographing Mexico’s women’s rights protests. <i>The Guardian</i>.  <a href="https://www.theguardian.com/global-development/2021/dec/30/it-was-civil-war-photographing-mexicos-womens-rights-protests">https://www.theguardian.com/global-development/2021/dec/30/it-was-civil-war-photographing-mexicos-womens-rights-protests</a></p> <ul style="list-style-type: none"> <li>○ <b>OPTIONAL:</b> Ghaedi, M. (2022). Taliban revoke Afghan women’s hard-won rights. <i>Qantara De</i>.  <a href="https://en.qantara.de/content/womens-rights-taliban-revoke-afghan-womens-hard-won-rights">https://en.qantara.de/content/womens-rights-taliban-revoke-afghan-womens-hard-won-rights</a></li> <li>○ <b>OPTIONAL:</b> Reichert, E. (2012) Women and the human rights framework. In L.M. Healy &amp; R.J. Link (Eds.) <i>Handbook of international social work: Human rights, development and the global profession</i> (pp. 447-451). New York: Oxford University Press.</li> </ul> <ul style="list-style-type: none"> <li>● <b>International Treaties: (ADDITIONAL RESOURCES)</b> <ul style="list-style-type: none"> <li>○ International Labor Organization. (1998). Declaration on fundamental principles and rights at work. Retrieved from <a href="http://www.ilo.org/declaration/thedeclaration/textdeclaration/lang--en/index.htm">http://www.ilo.org/declaration/thedeclaration/textdeclaration/lang--en/index.htm</a></li> <li>○ United Nations. (1979). Convention on the elimination of all forms of discrimination against women. Retrieved from</li> <li>○ <a href="http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm">http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm</a></li> <li>○ United Nations. (1993). Declaration on the elimination of all forms of violence against women. Retrieved from</li> <li>○ <a href="http://www.un.org/documents/ga/res/48/a48r104.htm">http://www.un.org/documents/ga/res/48/a48r104.htm</a></li> </ul> </li> </ul> <p><b>Assignment: Film Critique Paper Assignment due on Tuesday, May 31, 2022 by 11:59 PM EST via Canvas.</b></p>
<p>Wednesday, June 1st</p> <p>WEEK 4</p>	<p><b>HUMAN RIGHTS: Children’s Rights</b></p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Archard, David. (1993). <i>Children: Rights and childhood</i>. London: Routledge. <b>CHAPTER 4</b></li> <li>○ <b>REQUIRED:</b> Convention on the Rights of the Child. Retrieved by <a href="http://www.ohchr.org/en/professionalinterest/pages/crc.aspx">http://www.ohchr.org/en/professionalinterest/pages/crc.aspx</a></li> <li>○ <b>OPTIONAL:</b> Bhabha, J. (2014). <i>Child migration and human rights in a global age</i>. New Jersey: Princeton University Press. <b>CHAPTER 6</b></li> <li>○ <b>OPTIONAL:</b> Freeman, M. (2016). The value and values of Children’s Rights. <u>The</u></li> </ul> </li> </ul>

		<p><u>human rights of children: From visions to implementation.</u> London: Routledge Publisher. <b>CHAPTER 1</b></p> <ul style="list-style-type: none"> <li>○ <b>OPTIONAL:</b> Jolie, A. (2019, November 20). Angelina Jolie interviews one of the drafters of the U.N. convention on the rights of children: ‘Children need to know their rights.’ <i>TIME</i> magazine.</li> <li>○ <b>OPTIONAL:</b> Rothschild, A. (2017, May 2). Is America holding out on protecting children’s rights? <i>The Atlantic</i>. Retrieved from <a href="https://www.theatlantic.com/education/archives/2017/05/holding-out-on-childrens-rights/524652/">https://www.theatlantic.com/education/archives/2017/05/holding-out-on-childrens-rights/524652/</a></li> </ul>
<p>Wednesday, June 8<sup>th</sup></p> <p>WEEK 5</p>	<p><b>HUMAN RIGHTS: Refugee Rights</b></p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Shacknove, A. (1985) “Who is a refugee?” <i>Ethics</i> 95(2).</li> <li>○ <b>REQUIRED:</b> Zetter, R. (2007) More labels, fewer refugees: Remaking the refugee label in an era of globalization. <i>Journal of Refugee Studies</i>, 20(2), 172-192.</li> <li>○ <b>OPTIONAL:</b> Archard, David Pijnenburg, A. &amp; Rijken, C. (2021). Moving beyond refugees and migrants: reconceptualizing the rights of people on the moving. <i>Interventions</i>, 23(2), 273-293.</li> <li>○ <a href="https://www.tandfonline.com/doi/epub/10.1080/1369801X.2020.1854107?needAccess=true">https://www.tandfonline.com/doi/epub/10.1080/1369801X.2020.1854107?needAccess=true</a></li> <li>○ <b>OPTIONAL:</b> Mansell, C.M. (2016). Camp Code: How to navigate a refugee settlement. <i>Places Journal</i>. <a href="https://placesjournal.org/article/camp-code/?gclid=Cj0KCQiA_c-OBhDFARIsAIFg3ewLeyNMfaFLNRLaP-UceQV0I2JKd1CDzY0d4D9nqWlrRzfQOCvw4g4aAl0OEALw_wcB&amp;cn-reloaded=1">https://placesjournal.org/article/camp-code/?gclid=Cj0KCQiA_c-OBhDFARIsAIFg3ewLeyNMfaFLNRLaP-UceQV0I2JKd1CDzY0d4D9nqWlrRzfQOCvw4g4aAl0OEALw_wcB&amp;cn-reloaded=1</a></li> <li>○ <b>OPTIONAL:</b> (2021). Delivered to danger: U.S. government sending asylum seekers and migrants to danger. <i>Human Rights First</i>. <a href="https://www.humanrightsfirst.org/campaign/remain-mexico">https://www.humanrightsfirst.org/campaign/remain-mexico</a></li> </ul> </li> <li>● <b>Videos:</b> <ul style="list-style-type: none"> <li>○ <b>OPTIONAL:</b> Rohingya Refugees Describe the Conditions of Bhasan Char Venezuelans Flee from Abusive Security Forces <a href="https://www.hrw.org/topic/refugees-and-migrants#">https://www.hrw.org/topic/refugees-and-migrants#</a></li> <li>○ <b>OPTIONAL:</b> The Importance of Humanizing Refugees. <i>Facing History &amp; Ourselves</i> <a href="https://www.facinghistory.org/resource-">https://www.facinghistory.org/resource-</a></li> </ul> </li> </ul>

		<p><a href="#">library/video/importance-humanizing-refugees</a></p> <ul style="list-style-type: none"> <li>● <b>International Treaties: (ADDITIONAL RESOURCES)</b> <ul style="list-style-type: none"> <li>○ United Nations. (1951; 1967). <i>Convention and protocol relating to the status of refugees</i>. Retrieved from <a href="http://www.unhcr.org/3b66c2aa10.html">http://www.unhcr.org/3b66c2aa10.html</a></li> <li>○ United Nations. (1990). <i>International convention on the protection of the rights of all migrant workers and members of their families</i>. Retrieved from <a href="http://www2.ohchr.org/english/bodies/cmw/cmw.htm">http://www2.ohchr.org/english/bodies/cmw/cmw.htm</a></li> </ul> </li> </ul> <p><b>Assignment: Infographic Assignment due on Friday, June 10, 2022 by 11:59 PM EST via Canvas.</b></p>
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### c. Assignments

Assignment	Due date	Percent of overall grade
<b>Attendance &amp; Class Participation</b>	Active listening and engagement during every class session	20%
<b>Film Critique Paper</b>	Submit this assignment on <i>Tuesday, May 31, 2022</i> by 11:59 PM via Canvas	40%
<b>Infographic Assignment</b>	Submit this assignment on <i>Friday, June 10, 2022</i> by 11:59 PM via Canvas	40%

#### **Attendance and Class Participation (20%)**

*“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 four (4) points 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. Please communicate with me via phone or email if you need special provisions or support. Moreover, please click on the following link for more context on the class attendance policy found in the [MSW Student Guide](#).

**If you anticipate missing class for any reason and would like to receive your attendance and participation points for that day, you have the option to submit a summary (1-2 paragraphs) on the major themes highlighted in the assigned readings and PowerPoint slides. This policy ensures that students still engage in the course content even when they are absent.**

*Grades are not a reflection of your value as a person or even your personal capacity. Moreover, 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, that you are ready to learn, and that you walk away with new knowledge.*

### **Film Critique Paper (40%)**

Pick a documentary from the below list of options. Each student must write a critical analysis of a film documentary picked from the following list:

*Equal Means Equal (2016)*

*Human Flow (2017)*

*Reversing Roe (2018)*

*He Named Me Malala (2015) (On Amazon)*

The paper should be between 5-7 pages, double-spaced. The analysis must answer the following questions:

1. What was the film about (*briefly*)?
2. What was the historical context in which it was produced?
3. What do you think was the director's main goal in making this film?
4. How is power displayed or conceptualized in this film?
6. How does this film relate to the course readings, lectures, and class discussions on human rights?

Please note: You will need to connect this information to course readings and class discussions, highlighting particular themes referenced in class. Your paper should incorporate **at least 5-6 citations/readings**. Your critique must be analytical and critical as well as descriptive. **You should have a thesis and evidence to support your claim(s)**. You do not need to use sources other than the assigned texts for the course, but you are open to do so.

**Due Date: Papers are due on Tuesday, May 31<sup>st</sup> by 11:59 PM EST and must be submitted via Canvas.**

### **Infographic Project (40%)**

Research general information, data, and patterns about your assigned topic and create an infographic presenting relevant information and what you learned to educate others. Please note that this assignment can be completed in pairs or individually. *At minimum, your infographic should include the following sections:*

- A main title for the infographic
- Seven (7) sections of information with headings:
  - 1 section should be a “recommendations” section geared towards social work students
  - 1 section on the specific human rights violation(s)
  - 1 section should be a list of references at minimum of sources you used during your research
  - At least one (1) graph/chart
  - At least four (4) graphics/images
  - At least ten (10) total facts on the infographic

**Due Date: The infographic projects are due on Friday, June 10, 2022 by 11:59 PM EST and must be submitted 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](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 48 hours for a response Monday-Friday, 9:00 AM - 5:00 PM EST. Weekend emails may have a longer response time (72 hours). Professional email etiquette is expected. Please address me by my formal title as “Dr. Cureton”, “Professor Cureton”, or “Prof. Cureton” in written and oral communications. Include “SW 680” 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.

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Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*

### **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.

“Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.” *Eleanor Roosevelt*