



Course title:	Engaging Social Justice, Diversity, and Oppression in Social Work	
Course #/term:	SW 505 001, #30947, Fall 2022	
Time & place:	Mondays 9am-12pm – SSWB # 2752 in-person residential	
Credit hours:	3	
Prerequisites:	N/A	
Instructor:	Terri Friedline	
Pronouns:	She, her, hers	
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1. Course Statement

At a 2018 event in Washington, DC, [Connie Razza](#), Director of Strategic Research at The Center for Popular Democracy, famously [said](#), “Wealth is how history shows up in your wallet.” Razza was speaking to the historic causes of today’s [extreme economic inequality](#)—where resources and power are increasingly concentrated at society’s upper echelons. The top 1% holds [more](#) than 40% of the nation’s wealth: what you own, minus what you owe. And, inequality has become [more extreme](#) over time.

An [intersectional](#) analysis reveals differences in how groups with varying and multiple social identities experience extreme economic inequality. For instance, the average wealth of white families is [10 times higher](#) than that of Black families, even though Black families [save](#) a higher percentage of their comparatively lower incomes. Racial inequalities in wealth widen across the life course, and they are especially striking as people near retirement. At age 60+, single white women with a college degree have \$384,000 in median wealth, [compared](#) to only \$11,000 in wealth held by single Black women with a college degree. Revealing class divides, poor white families have substantially [less wealth](#) than do their high-income white counterparts. Individual experiences do not always match the patterns of group averages, so we should be aware that power and oppression operate at multiple levels and cautious in making assumptions about individual people. And, group averages offer a way to understand economic inequality at a societal level.

History can help to explain today’s extreme economic inequality—including wealth inequalities by observed along lines of race, gender identity, sexual orientation, class, disability status, citizenship status, and more. The United States’ histories of slavery, violence during Reconstruction and Jim Crow eras, and ongoing mutually reinforcing policies and practices have prevent(ed) Black families from accumulating wealth. As one example, the federal government [paid](#) reparations to white slave owners up to \$300 for

every enslaved person that was freed at the time of emancipation, or about \$8,000 in today's dollars. The highest payout to a single slave owner was \$18,000, or nearly \$500,000 in today's dollars. [Reparations](#) were not paid to [American Descendants of Slavery](#) at the time of emancipation, nor at time in the future. These policies and practices similarly prevent Native, Latino/x/e, Southeast Asian, queer, and many other families whose social identities are subjugated by a racial hierarchy from accumulating wealth. This is how history shows up in people's wallets, and why racial wealth inequality has been so enduring.

And, where there is extreme economic inequality, there are people working to imagine and build more equitable futures. [Mutual aid](#), [wealth cooperatives](#), [community development financial institutions](#) (CDFIs), and [public banking](#) efforts attempt to construct new, more equitable realities. There are also real efforts to deliver [reparations](#) for American Descendants of Slavery, including in [California](#) and [North Carolina](#). Moreover, the American Academy of Social Work & Social Welfare's [Grand Challenges](#)—a call to action for redressing pernicious social problems—identifies extreme economic inequality as one of the profession's 13 challenges including racism, health inequities, and housing and homelessness. As such, social workers have a responsibility to redress extreme economic inequality.

This course studies extreme economic inequality as a way to increase students' awareness, knowledge, and critical skills related to diversity, human rights, and social and economic justice. How does power relate and contribute to extreme economic inequality? How have institutions and policies contributed to extreme economic inequality? And, how can social workers advance justice and reduce extreme inequality? This course explores these critical questions by engaging in Zoom meetings, readings, discussions, and assignments, and strives to situate traditionally excluded and marginalized groups as experts of their experiences within the context of extreme economic inequality.

a. Course Description

This required essentials course is designed to increase students' awareness, knowledge, and critical skills related to diversity, human rights, social and economic justice. The course focuses heavily on engaging diversity and differences in social work practice and advancing human rights and social and economic justice, through understanding power and oppression across micro, meso, and macro levels. We will explore the knowledge base that underlies skills needed to work towards justice. These include types and sources of power, multiple social locations, social constructions, social processes, social identities, conflicts, and how all these interact. A major emphasis is on self reflexivity and developing skills in critical contextual thinking and analyses, as well as learning to use knowledge and theory to recognize critique, and engage underlying assumptions, and inform working for change. Multiple kinds of understanding are especially important—across groups, between organizations and system levels, and within and between people, related to intersecting social locations.

b. Course Content

Students will actively explore how societal power and diversity characterize and shape the human experience, and are critical to the formation of social structures, cultural understandings, group and organizational processes, and identities. The dimensions of 2 diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. In this course, students will learn how current experiences of privilege and oppression are shaped by historical forces, societal structures, social constructions, group and interpersonal processes, and human understandings, including an understanding of the institutional, organizational, policy, and socio-cultural arrangements that contribute to them. Additionally, this foundation course will explore

formulations of human rights, including positive rights, and negative conditions that need to be eradicated. This course also studies how social justice and injustice occur in organizations, institutions, and society, relevant theories that can inform work for justice (e.g., critical race theory, and components of many theories), and how mechanisms of oppression and privilege work (e.g., marginalization, exploitation, violence, cultural hegemony, and powerlessness).

c. Course Objectives and Competencies

Upon successful completion of this course, students will be better able to: Recognize the extent to which structures, policies, and values may oppress, marginalize, alienate, create or enhance privilege and power (Essential 14, 30, 33, 44; EPAS 1, 2, 3, 5, 6); Explain the cumulative effect of structural discrimination on people with differing and multiple social identities and locations (Essentials 11, 14, 29, 33, 38, 45; EPAS 1, 2, 3, 6); Distinguish between health differences and health disparities, and provide relevant examples of each (Essential 5, 11, 15, 30; EPAS 1, 2, 5, 6, 7, 8); Discuss the policy reform sought by modern social justice movements in response to police brutality (Essential 6, 13, 14, 30, 32, 44; EPAS 1, 2, 3, 5, 6, 7); Recognize how policy decisions at the local, state, and national level can exclude and endanger the environmental health of citizens when their voices are not heard or heeded (Essential 5, 13, 22, 29, 30; EPAS 1, 2, 3, 5, 6, 7, 8, 9); Utilize strategies and resources to advocate for social, economic, and environmental justice and change, while protecting human rights (Essential 1, 11, 14, 29, 33, 43; EPAS 1, 2, 3, 6, 7); Define and apply your own positionalities and the importance of their intersections (Essential 38, 42, 45; EPAS 1, 2, 3, 6); and Evaluate historical context and its current applications within the profession and practice as an ally (Essential 6, 11, 15, 29, 39, 44, 45; EPAS 1, 2, 3, 5, 6, 7, 8).

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 of their beliefs and perspectives. This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. It involves lectures, video, and participation in experiential activities. Additionally, this course will provide a forum to critically examine how our multiple status locations, societal constructions, and social processes shape our beliefs, assumptions, behaviors, and life experiences. Special attention will also be given knowledge about justice and change, and principles of change towards justice.

e. Curricular Themes

Theme Relation to Multiculturalism & Diversity is addressed from the perspective of critically considering how diverse dimensions (such as ability; age; class; color; culture; ethnicity; family structure; gender - including gender identity and gender expression; marital status; national origin; race; religion, spirituality or worldview; sex; and sexual orientation) are socially constructed, embedded in societal structures across system levels, and maintained through social processes and intra and interpersonal relationships and schemas.

Theme Relation to Social Justice is addressed from the perspective of critically analyzing theories and conceptualizations of justice, current trends and ethical issues and their implications for promoting social justice and social change, by considering the influence of normative rules and conditions. Additional focus will be directed towards how structural and institutional conditions affect the opportunities and well-being of different populations (advantaged and disadvantaged groups) in society.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation is addressed from the perspective of critically considering how varied ideological, theoretical and empirical perspectives influence the definition of social problems and, subsequently, the ways in which institutional policies and practices address access, promotion, prevention, treatment, and rehabilitation.

Theme Relation to Behavioral and Social Science Research will be reflected in the theory, social science literature and research covered characterizing and analyzing macro-level structures, processes and their bearing and implications for the well-being of different vulnerable and disadvantaged groups and populations in society, as well as how marginalized groups exert agency and influence society.

f. Relationship to Social Work Ethics and Values

The NASW Code of Ethics will be used to give students direction about ethical issues as they relate to the experience of marginalized groups. The course will focus on social workers' responsibility as professionals to promote general welfare by working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

g. Intensive Focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

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

2. Class Requirements

a. Text and Class Materials

This course has one required book, which is available electronically for free through the University of Michigan library system:

Baradaran, M. (2017). *The Color of Money: Black Banks and the Racial Wealth Gap*. Cambridge, MA: Harvard University Press.

- In lieu of purchasing, this book is available for free online through the [UM library system](https://search.lib.umich.edu/articles/record/cdi_proquest_miscellaneous_2064771999): https://search.lib.umich.edu/articles/record/cdi_proquest_miscellaneous_2064771999
- Used copies of this title can be purchased for as low as approximately \$12.00, kindle and audio versions are also available. Please choose the version and format that works best for you.

b. Class Schedule

WEEK	DATE	TOPIC	READINGS DUE
1	08/29	Welcome and Introductions	
2	09/05	NO CLASS / LABOR DAY	
3	09/12	Towards Greater Solidarity	<ol style="list-style-type: none"> 1. Acevedo (2017) The Wound Needs a Witness ^V 2. Táíwò (2021) Being-in-the-Room Privilege 3. The Dig Episode w/ Táíwò (2022) Identity, Power, and Speech (up to min. 44:04) ^P 4. Ray (2022) On Critical Race Theory Chpts 1 & 7 5. Sorry Not Sorry Episode w/ Ray (2022) On Critical Race Theory ^P
4	09/19	Towards Greater Solidarity	<ol style="list-style-type: none"> 1. Baradaran (2017), Introduction & Chapter 1: Forty Acres or a Savings Bank 2. Friedline (2022) The Day Wells Fargo Closed 3. Porter et al. (2022) The Roots of Haiti's Misery: Reparations to Enslavers (available as PDF on Canvas) OR Hudson (2021) How the U.S. Came to Dominate Haiti
		<i>"Choose Your Own Adventure"</i> Assignments Proposal due on Sat. 09/24	
5	09/26	The Growing Economic Divide	<ol style="list-style-type: none"> 1. Baradaran (2017), Chapter 2: Capitalism without Capital <p>PICK 2</p> <ol style="list-style-type: none"> 1. Carrillo (2020) Our Money Where our Mouth Is 2. Doin' the Work Podcast: White Supremacy in Social Work ^P 3. Hudson (2020) Currency, Colonialism, and Monetary History from Below 4. Lin & Neely (2020) Divested Introduction & Chapter 1 5. Take On Wall Street (2020) Is Our Economy Fair? ^W
6	10/03	Income vs. Wealth	<ol style="list-style-type: none"> 1. Baradaran (2017), Chapter 3: The Rise of Black Banking <p>PICK 2</p> <ol style="list-style-type: none"> 1. JP Morgan Chase Institute (2020) Racial Gaps in Financial Outcomes 2. McCoy (2017) Rural Americans Turn to Disability as Jobs Dry Up 3. MIT Press Podcast (2020) A Reading of Carceral Capitalism ^P 4. Science Weekly Podcast (2017) How Socioeconomic Position Affects Our Health ^P
7	10/10	Inequality and Debt	<ol style="list-style-type: none"> 1. Baradaran (2017), Chapter 4: The New Deal for White Americans 2. Soldier (2017) "38" (a poem, written OR spoken version) <p>PICK 2</p> <ol style="list-style-type: none"> 1. Adorno (2019) Drivers Licenses—A Rallying Cry for Immigrants 2. Altiraifi (2020) A Deadly Poverty Trap: Asset Limits in the Time of the Coronavirus 3. Bhaskaran (2016) Pinklining: How Wall Street's Predatory Products Pillage Women's Wealth, Opportunities, & Futures 4. Pfeffer & Killewald (2019) Intergenerational Wealth Mobility and Racial Inequality data visualization
		<i>First Proposed Assignment</i> due on Sat. 10/22	
8	10/17	NO CLASS / FALL BREAK	
9	10/24	Predatory Lending	<ol style="list-style-type: none"> 1. Baradaran (2017), Chapter 5: Civil Rights Dreams, Economic Nightmares <p>PICK 2</p> <ol style="list-style-type: none"> 1. Friedline (2020) Financialization and the Tyranny of Bootstraps 2. Philanthropy and Social Movements Podcast (2020) Choose Any Episode and Listen ^P

			3. Strike Debt (2014) Chapter 2: Credit Card and Auto Debt 4. Strike Debt (2014) Chapter 3: Medical Debt
10	10/31	Predatory Lending	1. Baradaran (2017), Chapter 6: The Decoy of Black Capitalism PICK 2 1. Faber (2019) Segregation and the Cost of Money 2. Gilliard (2021) A Black Woman Invented Home Security. Why Did It Go So Wrong? 3. Glantz & Martinez (2018) Kept Out 4. Nopper (2019) Digital Character in the “Scored” Society 5. Strike Debt (2014) Chapter 1: Credit Scores and Consumer Reporting Agencies
11	11/07	Finance and Structural Discrimination	1. Baradaran (2017), Chapter 7: The Free Market Confronts Black Poverty PICK 2 1. Baker, West, & Wood (2019) Asset Depletion, Chronic Financial Stress, and Mortgage Trouble 2. Friedline et al. (2022) Banks as Racialized & Gendered Organizations 3. Hagendorff, Nguyen, & Sila (2019) Same-Sex Marriage Laws and Lending 4. LGBT Token (2018) Banks and LGBT Inequality
12	11/14	Wealth Extraction	1. Baradaran (2017), Chapter 8: The Color of Money Matters & Epilogue PICK 2 1. Action Center for Race and the Economy (ACRE) (2020) Police Brutality Bonds ^V 2. Desmond (2019) American Capitalism is Brutal. You can Trace that to the Plantation 3. Horowitz et al. (2022) Dual Debtors: Child Support and Criminal Legal Financial Obligations 4. NY Times 1619 Project Podcast: Episode 2: The Economy that Slavery Built ^P 5. Visit and explore the Mazaska Talks (Money Talks) website ^W
	<i>Second Proposed Assignment due on Sat. 11/19</i>		
13	11/21	Countering the Power of Finance: Women and Banking	1. Mondesir (2020) The Banker Ladies ^V 2. Garrett-Scott (2019) Chapter 3 Let Us Have a Bank
14	11/28	Countering the Power of Finance: Mutual Aid and Cooperatives	1. Nembhard (2014) Chapter 9: The Federation of Southern Cooperatives PICK 2 1. Lim (2020) We Shall Not Be Moved 2. Obeng (2020) Lansing Group Securing Land for Farmers from Marginalized Groups 3. Onion & Saunt (2014) How the U.S. Took More than 1.5 Billion Acres from Native Americans 4. Schlanger (2020) Turn Mutual Aid into Meaningful Work
	<i>Life Trajectory Assignment due by Sat. 12/03</i>		
15	12/05	Countering the Power of Finance: Reparations	1. UNC Press (2020) Reparations for Black Americans in the 21st Century ^V PICK 2 1. Coates (2014) The Case for Reparations OR The New Yorker (2019) Ta-Nehisi Coates Revisits the Case for Reparations 2. C-Span (2019) Hearing for Reparations for Slavery ^V 3. Darity & Mullen (2020) Chpt 13 A Program of Black Reparations 4. Táíwò (2021) Chpt 5 Why Reparations Require Climate Justice

^V = video; ^P = podcast; ^W = website

c. Assignments

This course has 4 assignments. Combined, these assignments are designed to facilitate your critical understandings of diversity and social justice in social work within content on extreme economic inequality. All assignments are due on Saturdays at 11:59pm and uploaded to Canvas.

#1 — Life Trajectory — Due Date: Varies, can be submitted on an ongoing basis throughout the semester at the time of students' choosing, yet must be completed by Saturday 12/03/2022, uploaded to Canvas @ 20 points

Background: In the 2nd week of class, we read and listened to philosopher Dr. Olúfẹ́mi Táíwò's work on standpoint theory or epistemology and Dr. Victor Ray's work on Critical Race Theory. Standpoint theory is a feminist theoretical perspective that posits "knowledge is socially situated" and "marginalized peoples have some positional advantages in gaining some forms of knowledge." In other words, a person understands the world from their position or standpoint, and everyone has different standpoints based on their social, political, economic, and cultural lives. A contribution of Táíwò's work is the idea that, when putting standpoint theory into practice, we can make assumptions about a person's standpoint based on socially constructed descriptors like race, gender, and class. These assumptions can be erroneous and limit or flatten an individual person's full range of experiences. This assignment encourages students to learn about standpoint theory and identify counternarratives that push back against erroneous hegemonic assumptions, in accordance with readings from Dr. Victor Ray's work on Critical Race Theory.

Purpose(s): To apply standpoint theory and Critical Race Theory in learnings about a person's life experiences; To practice intentionally navigating across scales of power and oppression

Instructions: Identify a person to invite for an in-depth conversation. Plan for at least 1 90-minute conversation; though, ideally, this conversation is ongoing over several weeks or months to deeply understand a person's experiences. Listen and aim to understand as fully as possible the person's life experiences such as economic stability and instability, generational advantages and disadvantages, societal structures, health, wealth, racial and cultural socialization, and experiences with power and oppression that operate on [multiple levels](#). These experiences can give clues to their standpoint(s).

Submit a maximum 3-page, double-spaced written summary of your interview with 1 audio-visual component (e.g., artwork, graphics, image, timeline, PowerPoint slide, song, video, etc.). A reference page and in-text citations are not required. The written summary should aim for a storytelling approach and address the following areas:

- Introduction – Introduce your interviewee (first name only) by leading with a compelling quote, statement, story, or other feature from your conversation. Consider whether it is appropriate to use a pseudonym for protecting the person's identity and confidentiality.
- Standpoint theory – Establish where the story begins, such as identifying a particular event or age in a person's life, and situate the person's experiences within social, political, economic, and/or cultural contexts.
- Power and oppression – What are the ways that power and oppression have shaped their life experiences with economic stability and instability, generational advantages and disadvantages, societal structures, health, wealth, racial and cultural socialization? And shaped their opportunities for growth and fulfillment?
- Counternarrative – What are ways, either explicitly mentioned in the conversation or that you noticed through listening and reflecting, that the person's story disrupts assumed or taken-for-granted hegemonic narratives? If there are several ways, consider selecting and describing one example.

- Audio-visual component – Include at least 1 audio-visual component that represents an aspect of your conversation or the person’s life experiences. The audio-visual component can include artwork, graphics, image, timeline, PowerPoint slide, song, video, etc. This can be a website link pasted into the end of your written summary or a file uploaded separately on Canvas. Include a brief description about how the audio-visual component relates to the conversation.

#2 — “Choose Your Own Adventure” Assignments Proposal — Due Date: Saturday 09/24/2022 @ 11:59pm uploaded to Canvas @ 20 points

Background: Diversity and social justice are broad, diffuse terms. Much of our course content focuses on white supremacy, anti-Black racism, and extreme economic inequality; though, diversity and social justice also include social identities like age, gender identity, disability, and LGBTQIA+ and activities like activism and organizing, policy development, and fundraising. Moreover, each student comes to class with different histories, knowledge and skills, and challenges—and different ideas about the learnings they would like to take away from the course. This assignment takes this uniqueness into consideration and lets students develop their own proposal for their learnings across the course. These learnings can be tailored for each individual student.

Purpose(s): To learn and apply concepts of diversity and social justice to extreme economic inequality

Instructions: Develop a proposal for your remaining work throughout the semester. Your proposal should develop and describe 2 assignments that apply different concepts from the course, in the formats of your choosing.

Submit a 1-2 page single-spaced proposal that describes your 2 assignments. As an alternative option for submission, you can also complete this assignment by audio recording your proposal. Your proposal should include:

- An introductory paragraph that describes your interests and rationale for proposal
- A description of two assignments that include:
 - One learning goal for each assignment
 - A description of the content for each assignment
 - A description of the format for each assignment

Your proposal should describe *what* you are going to do and *how* you are going to do it. In other words, your proposal should describe the content and the format of your assignments. Examples of **assignment content** are provided below, and you can also propose something different!

- Analyze your social identities and positionalities as they relate to your social work education and practice, applying Dr. Táíwò’s and Dr. Ray’s work on standpoint theory and Critical Race Theory to your own life experiences
- Identify different levels of racism, sexism, ableism, etc. in a particular area of economic inequality (e.g., income inequality at the individual level compared to inequality at the macroeconomic or structural level)
- Examine power by creating a power map of corporation’s or person’s political and financial relationships with LittleSis.org (you will need to create a free log-in, and instructions are provided on how to use their tools to create power maps)
 - On Sept. 10th, LittleSis.org will be giving a free [demo / Zoom tutorial](#) on updates to their new [oligrapher tool](#) that can be used for conducting power analyses

- Conduct an [intersectional analysis](#) of an aspect of extreme economic inequality (e.g., differences in how people with simultaneous socially-marginalized identities experience credit, wealth, student loan debt, etc.)
- Examples of community history, knowledge, and power, such as in Baradaran's *The Color of Money*, Layli Long Soldier's poem "38" ([here](#) and [here](#)), or [The Banker Ladies](#)
- Census of economic resources and opportunities in the community (e.g., identifying what exists, where is there knowledge and skills, where is there power), such as [#BankBlackUSA](#) and Stockton Demonstration's [Stockton Tells the Story](#) or the Stockton Demonstration's [Dashboard](#)
- Write a book report on our assigned text, *The Color of Money*, or on another book you've read that relates to the themes of the course
- Create an informational guide geared toward social workers that explain money, extreme economic inequality, the racial wealth gap, etc.
- Work with the instructor and other students to screen and accept entries to the School of Social Work [Social Justice Timeline](#), where members of our school community identify dates in history related to social justice as a way of engaging in anti-racist praxis

Examples of **assignment formats** include—but are not limited to—the following:

- Timeline of events
- Academic paper (~ 5-7 pages)
- Reflection essay
- Book review
- Informational or educational guide
- Public comments submitted to federal regulators
- Archival research (e.g., review of newspapers, flyers, public records, etc.)
- Opinion editorial (800-1200 word compelling article)
- Infographic or zine (e.g., combination of visual and text representations)
- ~10-15 minute classroom presentation (in-person or video submitted to the class on Canvas)
- Podcast
- Interview with another person
- Mix tape (e.g., collection of songs, music, spoken word, etc. that exemplifies the community)
- Artwork, photos, map, comic strip, or other visuals

If choosing an infographic, zine, artwork, mix tape, photos, or other non-text based format, please provide a brief paragraph (~3-5 sentences) that identifies the assignment's learning goal and describes the content related to diversity and social justice.

You will receive feedback on your proposal to ensure that you have created an achievable plan that meets the requirements of the course and facilitates your learning.

Examples or models of this assignment are available on Canvas.

#3 — Your First Proposed Assignment (based on #2) — Due Date: Saturday 10/22/2022 @ 11:59pm
uploaded to Canvas @ 20 points

#4 — Your Second Proposed Assignment (based on #2) — Due Date: Saturday 11/19/2022 @ 11:59pm
uploaded to Canvas @ 20 points

d. Attendance and Class Participation

Attendance. Class is scheduled to meet in-person each Monday from 9am-12pm EST (with the exception of Labor Day and Fall Break). Students are encouraged to attend class each week where we will discuss content, review materials, and push ourselves beyond our growing edges. Moreover, class is an opportunity for us to develop a sense of community. During the semester, the instructor and students may have unexpected life events arise that prevent in-person class attendance. This class will strive to be understanding of these unexpected events and provide flexibility when possible. For more information, please see the [Policy on Class Attendance](https://ssw.umich.edu/msw-student-guide/section/1.09.00/17/policy-on-class-attendance) found in the MSW Student Guide (<https://ssw.umich.edu/msw-student-guide/section/1.09.00/17/policy-on-class-attendance>).

Missing Content. Nearly all content is available via Canvas. Please let the instructor know if any content appears to be missing. If you missed content for a given week, you are able to return to those materials and catch up on anything you missed.

Staying in Touch. Please keep in touch with the instructor via email or by scheduling a Zoom meeting. For example, if you have questions about a reading or an assignment, please contact the instructor to discuss your questions.

Late Assignments. The weeks that they are due, assignments should be submitted via Canvas by Saturday nights. Please contact the instructor if you need to negotiate an alternate plan or deadline for submitting your assignments.

Extra Credit or Bonus Points. Not offered on an individual basis. Students are encouraged to submit assignments that represent their best work on their chosen projects.

e. Grading

The total number of points earned based on your completion of the below assignments and the number of total available points will be used to determine your letter grade at the end of the semester. Please review the MSW Student Guide for policies on Grades in Academic Courses (<http://ssw.umich.edu/msw-student-guide/chapter/1.08/grades-in-academic-courses-and-in-field-instruction>) and in Field Instruction (<http://ssw.umich.edu/msw-student-guide/chapter/1.18/student-grievances>) as well as Student Grievance procedures (<http://ssw.umich.edu/msw-student-guide/chapter/1.18/student-grievances>) and the policy for grading in special circumstances (<https://ssw.umich.edu/msw-student-guide/section/1.08.01/15/grades-for-special-circumstances>).

ASSIGNMENT DESCRIPTIONS	DUE DATE	POINTS	
		Total Possible	C- Threshold
1. Life Trajectory (3-page typed, double-spaced paper with 1 audio-visual component)	Varies, due by 12/03/2022	20	14
2. “Choose Your Own Adventure” Assignments Proposal (1-page typed, single-spaced paper <i>OR</i> audio recorded version)	09/24/2022	20	14
3. Your First Proposed Assignment	10/22/2022	20	14

4. Your Second Proposed Assignment	11/19/2022	20	14
TOTAL POINTS FOR SEMESTER		80	56

GRADING SCALE			
A	94-100	C	74-78
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-68
B-	80-83	D-	60-63
C+	77-79	F	< 60

f. 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. This will be done in consultation with students. 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](#).

g. 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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course 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](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). 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](#).

h. 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.

3. Resources for Students¹

Accommodations for Students with Disabilities: This course is intended for all U-M students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other such condition that tends to negatively affect one's equal access to education. If, at any point in the term, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (and not required) to contact me by email, phone, or during office hours to discuss your specific needs. I also encourage you to contact the Services for Students with Disabilities (SSD) office at <http://ssd.umich.edu>. If you have a diagnosis, SSD can help you document your needs and create an accommodation plan. By making a plan through SSD, you can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors. For more information and resources, the University's Services for Students with Disabilities (SSWD), located at G664 Haven Hall and available via phone (734) 763-3000 or website <http://www.umich.edu/~sswd/>

Student Mental Health and Wellbeing: The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselor physically located in the School of Social Work, (Megan Shaughnessy-Mogill) at (734) 763-7894 or by email mshaughm@umich.edu. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. The MSW student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf

Sexual Assault Prevention and Awareness. The University of Michigan's Sexual Assault Prevention and Awareness Center (SAPAC) promotes healthy relationships, teaches non-violence and equality, supports survivor healing, and fosters a respectful and safe environment for all members of the university community. All services are free and confidential. Visit SAPAC's website <https://sapac.umich.edu/> and contact them via their 24-hour crisis line at (734) 936-3333 or office phone at (734) 764-7771.

Safety & Emergency Preparedness: All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734) 764-SSWB (7793) for up-to-date School closure information. For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>. Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergencymanagement/alert/>. In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

Dependent Care Resources: For students with child or parenting/elder care responsibilities, please consult the Students with Children website (<http://www.studentswithchildren.umich.edu>). This site is

¹ Descriptions of these resources are slightly adapted from syllabi developed and publicly posted by University of Michigan School of Social Work faculty, including Drs. Christina Bares, Shanna Katz Kattari, and Michael Spencer.

dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (<http://www.hr.umich.edu/worklife/>) and the UM Child Care gateway (<http://www.hr.umich.edu/childcare/>).

Student Code of Academic and Professional Conduct: All students should be familiar with the Student Code for Academic and Professional Conduct (<http://archive.ssw.umich.edu/studentguide/2014/page.html?section=12&volume=1>) which holds students to the highest standards of academic and professional conduct. Unacceptable academic behavior refers to actions or behaviors that are contrary to maintaining the highest standards in course work and includes such actions as cheating, plagiarism, falsification of data, aiding and abetting dishonesty and impairment. Any suspected situations of academic misconduct will be discussed with the student and then reported to the Associate Dean for Academic Programs.