



<b>Course title:</b>	Engaging Social Justice, Diversity, and Oppression in Social Work
<b>Course #/term:</b>	SW 505, Section 002, Fall 2022
<b>Time and place:</b>	Mondays, 9:00 AM – 12:00 PM EST, Room 3752 SSWB
<b>Credit hours:</b>	3
<b>Prerequisites:</b>	None
<b>Instructor:</b>	Dr. Ashley Cureton (You can call me “Professor Cureton”, “Prof. Cureton”, or “Dr./Prof. 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 48 hours.
<b>Office:</b>	3702 SSWB
<b>Office hours:</b>	Mondays from 3-5 PM and by appointment

## 1. Course Statement

### a. Course description

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

### b. Course content

This class will strive to foster a learning environment where each student can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources and impacts of their beliefs and perspectives. This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences, examining sources of power and knowledge, and understanding more about identities. It involves lectures, video, discussion and participation in experiential activities. Additionally, this course will provide a forum to critically

examine how our multiple status locations, societal constructions, and social processes shape our beliefs, assumptions, behaviors, and life experiences. Special attention will also be given knowledge about justice and change, and principles of change towards justice.

#### **c. Course objectives and competencies**

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

#### **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. 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. 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

You will be able to access required and suggested readings through Canvas in the form of links to external sites (e.g. news, video, podcast) or PDF files. The Canvas site will be an important resource for completing and submitting assignments, keeping track of due dates, and communicating with one another. I will also share news articles and other current events via Canvas, so please take some time to familiarize yourself with it and check it on a weekly basis. Please utilize the U-M online library for access to restricted content such as New York Times articles, or request a PDF from the professor if unavailable via U-M access.

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

### b. Class schedule

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

Date	Topic	Media
Week of August 29 <sup>th</sup>  WEEK 1	Course Overview & Critical Race Theory/	<ul style="list-style-type: none"><li>● <b>Readings:</b><ul style="list-style-type: none"><li>○ <b>REQUIRED:</b> DiAngelo, R. (2018). White fragility. Boston: Beacon Press. <i>Read the following pages 1-14 (Introduction &amp; Chapter 1)</i></li><li>○ <b>OPTIONAL (HIGHLY RECOMMENDED):</b> Abdullah, H. (2020, June 14). <i>What do terms like systemic racism, microaggression, and white fragility mean?</i> ABC News.</li></ul></li></ul>

	<p style="text-align: center;"><b>Anti-Racism Foundation</b></p>	<p><a href="https://abcnews.go.com/Politics/terms-systemic-racism-microaggression-white-fragility/story?id=71195820">https://abcnews.go.com/Politics/terms-systemic-racism-microaggression-white-fragility/story?id=71195820</a></p> <ul style="list-style-type: none"> <li>○ <b>OPTIONAL:</b> Doyle, G. (2020). <i>Untamed</i>. New York: The Dial Press. <i>Read the following chapter – Racist.</i></li> <li>● <b>Audio:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> <i>What is critical race theory, anyway?</i> Stitcher. <a href="https://www.stitcher.com/show/voxs-the-weeds/episode/what-is-critical-race-theory-anyway-78522634">https://www.stitcher.com/show/voxs-the-weeds/episode/what-is-critical-race-theory-anyway-78522634</a></li> <li>○ <b>OPTIONAL (HIGHLY RECOMMENDED):</b> <i>Unlocking Us with Brené Brown: Brené with Austin Channing Brown on I’m Still Here: Black Dignity in a World Made for Whiteness</i> <a href="https://www.stitcher.com/podcast/unlocking-us-with-brene-brown">https://www.stitcher.com/podcast/unlocking-us-with-brene-brown</a></li> </ul> </li> </ul>
<p style="text-align: center;"><b>Week of September 5<sup>th</sup></b></p> <p style="text-align: center;"><b>WEEK 2</b></p> <p style="text-align: center;"><b>LABOR DAY (NO CLASS)</b></p>	<p style="text-align: center;"><b>Social Determinants of Health:</b></p> <p style="text-align: center;"><b>Impact of Structural Racism</b></p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Lander, V. (2021, June 30). <i>Structural racism: what it is and how it works</i>. The Conversation. <a href="https://theconversation.com/structural-racism-what-it-is-and-how-it-works-158822">https://theconversation.com/structural-racism-what-it-is-and-how-it-works-158822</a></li> <li>○ <b>OPTIONAL (HIGHLY RECOMMENDED):</b> Merschel, M. (2020, November 10). <i>Structural racism is a driver of health disparities, report declares</i>. American Heart Association News. <a href="https://www.heart.org/en/news/2020/11/10/structural-racism-is-a-driver-of-health-disparities-report-declares">https://www.heart.org/en/news/2020/11/10/structural-racism-is-a-driver-of-health-disparities-report-declares</a></li> <li>○ <b>OPTIONAL (HIGHLY RECOMMENDED):</b> Hill, L. &amp; Artiga, S. (2022, February 22). <i>COVID-19 cases and deaths by race/ethnicity: Current data and changes over time</i>. Kaiser Family Foundation. <a href="https://www.kff.org/coronavirus-covid-19/issue-brief/covid-19-cases-and-deaths-by-race-ethnicity-current-data-and-changes-over-time/">https://www.kff.org/coronavirus-covid-19/issue-brief/covid-19-cases-and-deaths-by-race-ethnicity-current-data-and-changes-over-time/</a></li> </ul> </li> <li>● <b>Videos:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> How racism makes us sick <a href="https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick/transcript?referrer=playlist-the-link-between-health-and-racism">https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick/transcript?referrer=playlist-the-link-between-health-and-racism</a></li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ <b>OPTIONAL:</b> Blood Sugar Rising: America’s Hidden Diabetes Epidemic  <a href="https://www.pbs.org/video/blood-sugar-rising-americas-hidden-diabetes-epidemic-ykytq2/">https://www.pbs.org/video/blood-sugar-rising-americas-hidden-diabetes-epidemic-ykytq2/</a></li> </ul>
<p style="text-align: center;"><b>Week of September 12<sup>th</sup></b></p> <p style="text-align: center;"><b>WEEK 3</b></p>	<p style="text-align: center;"><b>Social Determinants of Health:</b></p> <p style="text-align: center;"><b>Racial Biases + Implicit Bias</b></p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Gachupin, F.C., Garcia, C.A., Romero, M.D. (2019). An American Indian Patient Experience. <i>Journal for Health Care for the Poor and Underserved</i>, 30(4), 62-65. <u>AVAILABLE IN CANVAS</u></li> <li>○ <b>OPTIONAL (HIGHLY RECOMMENDED):</b> Nguyen, S.A. (2022, August 12). <i>The model minority myth and medicine: Racism, sexism, and mental health</i>. Psychiatric Times. <a href="https://www.psychiatristimes.com/view/the-model-minority-myth-and-medicine-racism-sexism-and-mental-health">https://www.psychiatristimes.com/view/the-model-minority-myth-and-medicine-racism-sexism-and-mental-health</a></li> <li>○ <b>OPTIONAL (HIGHLY RECOMMENDED):</b> Eligon, J. &amp; Burch, A.D.S. (2020, May 10). <i>Questions of bias in Covid-19 treatment add to the mourning for Black families</i>. New York Times. <u>AVAILABLE IN CANVAS</u></li> </ul> </li> <li>● <b>Audio:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> National Public Radio. (2020, July 15). <i>Understanding unconscious bias</i>. <a href="https://www.npr.org/2020/07/14/891140598/understanding-unconscious-bias">https://www.npr.org/2020/07/14/891140598/understanding-unconscious-bias</a></li> <li>○ <b>REQUIRED:</b> Black Americans Were Prescribed Opioids Less Frequently Because Of Racial Bias, New Analysis Shows: <a href="https://www.wbur.org/hereandnow/2020/01/03/bias-opioid-prescribing-black-americans?utm_medium=social&amp;utm_term=nprnews&amp;utm_campaign=npr&amp;utm_source=twitter.com">https://www.wbur.org/hereandnow/2020/01/03/bias-opioid-prescribing-black-americans?utm_medium=social&amp;utm_term=nprnews&amp;utm_campaign=npr&amp;utm_source=twitter.com</a></li> </ul> </li> <li>● <b>Video:</b> <ul style="list-style-type: none"> <li>○ <b>OPTIONAL (HIGHLY ENCOURAGED):</b> The problem with race-based medicine <a href="https://www.ted.com/talks/dorothy_roberts_the_problem_with_race_based_medicine?referrer=playlist-the_link_between_health_and_racism">https://www.ted.com/talks/dorothy_roberts_the_problem_with_race_based_medicine?referrer=playlist-the_link_between_health_and_racism</a></li> </ul> </li> </ul>

<p style="text-align: center;"><b>Week of September 19<sup>th</sup></b></p> <p style="text-align: center;"><b>WEEK 4</b></p>	<p style="text-align: center;"><b>Social Determinants of Health:</b></p> <p style="text-align: center;"><b>Medical Racism</b></p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Smith, T. M. (2022, January 31). <i>How legacy of medical racism shapes U.S. health care today.</i> AMA. <a href="https://www.ama-assn.org/delivering-care/health-equity/how-legacy-medical-racism-shapes-us-health-care-today">https://www.ama-assn.org/delivering-care/health-equity/how-legacy-medical-racism-shapes-us-health-care-today</a></li> <li>○ <b>OPTIONAL (HIGHLY RECOMMENDED):</b> Nuriddin, A., Mooney, G., White, A.I.R. (2020). <i>Reckoning with histories of medical racism and violence in the USA.</i> The Lancet. <a href="https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)32032-8/fulltext">https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)32032-8/fulltext</a></li> <li>○ <b>OPTIONAL:</b> Bronson, E. (2020, July 21). <i>What is medical racism?</i> YWCA. <a href="https://www.ywcaworks.org/blogs/firesteel/tue-07212020-0947/what-medical-racism">https://www.ywcaworks.org/blogs/firesteel/tue-07212020-0947/what-medical-racism</a></li> </ul> </li> <li>● <b>Audio:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Seervai, S. (2019, October 18). <i>How our health care system treats Black mothers differently.</i> The Commonwealth Fund. <a href="https://www.commonwealthfund.org/publications/podcast/2019/oct/how-our-health-care-system-treats-black-mothers-differently">https://www.commonwealthfund.org/publications/podcast/2019/oct/how-our-health-care-system-treats-black-mothers-differently</a></li> <li>○ <b>OPTIONAL:</b> Washington, H., Watts, V., Maybank, A. (2022, February 28). Podcast: <i>Racism, &amp; Health in US medicine, A conversation with Harriet Washington.</i> Health Affairs. <a href="https://www.healthaffairs.org/doi/10.1377/hp20220225.642113/">https://www.healthaffairs.org/doi/10.1377/hp20220225.642113/</a></li> </ul> </li> <li>● <b>Video:</b> <ul style="list-style-type: none"> <li>○ <b>OPTIONAL (HIGHLY RECOMMENDED):</b> Torres, E. (2020, May 20). <i>Racism declared a public health crisis in Ohio's most populated county.</i> ABC News. <a href="https://abcnews.go.com/US/racism-declared-public-health-crisis-ohios-populated-county/story?id=70786062">https://abcnews.go.com/US/racism-declared-public-health-crisis-ohios-populated-county/story?id=70786062</a></li> </ul> </li> </ul>
<p style="text-align: center;"><b>Week of September 26<sup>th</sup></b></p> <p style="text-align: center;"><b>WEEK 5</b></p>	<p style="text-align: center;"><b>Hurdles of American Insurance</b></p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Montero, A., Kearney, A., Hamel, L., and Brodie, M. (2022, July 14). <i>Americans' challenges with health care costs.</i> Kaiser Family Foundation. <a href="https://www.kff.org/health-">https://www.kff.org/health-</a></li> </ul> </li> </ul>

		<p><a href="#">costs/issue-brief/americans-challenges-with-health-care-costs/</a></p> <ul style="list-style-type: none"> <li>○ <b>OPTIONAL (HIGHLY RECOMMENDED):</b> Buchmueller, T. &amp; Levy, H. (2020, May 18). <i>ACA made health insurance access more equal but racial, ethnic gaps remain.</i> University of Michigan News. <u><a href="#">AVAILABLE IN CANVAS</a></u></li> <li>○ <b>OPTIONAL:</b> Neighmond, P. (2020, May 19). <i>When insurance won't cover drugs, Americans make 'tough choices' about their health.</i> NPR. <u><a href="#">AVAILABLE IN CANVAS</a></u></li> <li>○ <b>OPTIONAL:</b> Martin, N. (2019, December 6). <i>The extraordinary danger of being pregnant and uninsured in Texas.</i> ProPublica. <u><a href="#">AVAILABLE IN CANVAS</a></u></li> </ul> <ul style="list-style-type: none"> <li>● <b>Audio:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Press, E. (2020, March 30). <i>A preventable cancer is on the rise in Alabama.</i> The New Yorker. <a href="https://www.newyorker.com/magazine/2020/04/06/a-preventable-cancer-is-on-the-rise-in-alabama">https://www.newyorker.com/magazine/2020/04/06/a-preventable-cancer-is-on-the-rise-in-alabama</a></li> </ul> </li> <li>● <b>Video:</b> <ul style="list-style-type: none"> <li>○ <b>OPTIONAL:</b> Verfoef, P. A. (2020, March 9). <i>Surprise medical bills, coronavirus and bad insurance: 3 arguments for Medicare for All.</i> USA Today. <a href="https://www.usatoday.com/story/opinion/2020/03/09/coronavirus-surprise-medical-bills-medicare-for-all-column/4955948002">https://www.usatoday.com/story/opinion/2020/03/09/coronavirus-surprise-medical-bills-medicare-for-all-column/4955948002</a></li> </ul> </li> </ul> <p><b>Assignment:</b> Submit the first Response Paper on Friday, September 30<sup>th</sup> by 11:59 PM EST via Canvas.</p>
<p><b>Week of October 3<sup>rd</sup></b></p> <p><b>WEEK 6</b></p>	<p><b>Minority Identities</b></p> <p><b>Hurdles to Care:</b></p> <p><b>Ableism</b></p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Janz, H. (2019, April 29). <i>Ableism: The undiagnosed malady afflicting medicine.</i> <i>Canadian Medical Association Journal</i>, 17, 478-479. <a href="https://www.cmaj.ca/content/cmaj/191/17/E478.full.pdf">https://www.cmaj.ca/content/cmaj/191/17/E478.full.pdf</a> <a href="https://www.cmaj.ca/content/191/17/E478.short">https://www.cmaj.ca/content/191/17/E478.short</a></li> <li>○ <b>OPTIONAL (HIGHLY RECOMMENDED):</b> Metraux, J. (2022, July 25). <i>How to dismantle systemic ableism, according to disabled people.</i> DAME.</li> </ul> </li> </ul>

		<p><a href="https://www.damemagazine.com/2022/07/25/how-to-dismantle-systemic-ableism-according-to-disabled-people/">https://www.damemagazine.com/2022/07/25/how-to-dismantle-systemic-ableism-according-to-disabled-people/</a></p> <ul style="list-style-type: none"> <li>○ <b>OPTIONAL (HIGHLY RECOMMENDED):</b> Ihaza, J. (2022, August 5). <i>Even when well-intended, changing lyrics retroactively can feel dystopian</i>. Rolling Stone. <a href="https://www.rollingstone.com/music/music-features/even-when-well-intended-changing-lyrics-retroactively-can-feel-dystopian-1392614/">https://www.rollingstone.com/music/music-features/even-when-well-intended-changing-lyrics-retroactively-can-feel-dystopian-1392614/</a></li> <li>○ <b>OPTIONAL:</b> Baker, M. (2020, March 23). <i>Whose life is worth saving? In Washington State, people with disabilities are afraid they won't make the cut</i>. The New York Times. <u>AVAILABLE IN CANVAS.</u></li> </ul> <ul style="list-style-type: none"> <li>● <b>Videos</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Let's Talk About Ableism <a href="https://www.youtube.com/watch?v=qXtVaFJPKM4">https://www.youtube.com/watch?v=qXtVaFJPKM4</a></li> <li>○ <b>OPTIONAL:</b> TedX: The Discrimination You've Never Heard Of <a href="https://www.youtube.com/watch?v=MEsw3qvpS9g">https://www.youtube.com/watch?v=MEsw3qvpS9g</a></li> <li>○ <b>OPTIONAL (HIGHLY RECOMMENDED)</b> Oops, you did an Ableism! <a href="https://www.youtube.com/watch?v=fyGeX8gqx58">https://www.youtube.com/watch?v=fyGeX8gqx58</a></li> </ul> </li> </ul>
<p style="text-align: center;"><b>Week of October 10<sup>th</sup>  WEEK 7</b></p>	<p style="text-align: center;"><b>Minority Identities Hurdles to Care:  Disabled Care</b></p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> As a disabled woman, my abortion wasn't questioned-but my pregnancy was: <a href="https://qz.com/1710043/being-disabled-my-abortion-wasnt-questioned-but-my-pregnancy-was/">https://qz.com/1710043/being-disabled-my-abortion-wasnt-questioned-but-my-pregnancy-was/</a></li> <li>○ <b>OPTIONAL (HIGHLY RECOMMENDED):</b> D'Anna, J. (2020, April 15). <i>'We are dead': People with disabilities fear they will be on losing end of doctors' life-or-death choices amid coronavirus crisis</i>. USA Today. <u>AVAILABLE IN CANVAS</u></li> <li>○ <b>OPTIONAL:</b> World Health Organization (WHO). (2021, November 24). Disability and health. <a href="https://www.who.int/news-room/fact-sheets/detail/disability-and-health">https://www.who.int/news-room/fact-sheets/detail/disability-and-health</a></li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>○ <b>OPTIONAL:</b> Silverman, A. (2020, March 27). <i>People with intellectual disabilities may be denied life saving care under these plans as coronavirus spreads</i>. Propublica. <u><a href="#">AVAILABLE IN CANVAS</a></u></li> <li>● <b>Video:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> DaSilva J. (2018). <i>How Health Care Makes Disability a Trap</i> [video]. New York, NY: <i>New York Times</i>. <a href="https://nyti.ms/2OcFlqM">https://nyti.ms/2OcFlqM</a>.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Week of October 17<sup>th</sup></b></p> <p style="text-align: center;"><b>WEEK 8</b></p> <p style="text-align: center;"><b>FALL BREAK (NO CLASS)</b></p>	<p style="text-align: center;"><b>Minority Identities Hurdles to Care:</b></p> <p style="text-align: center;"><b>LGBTQIA+ Part 1</b></p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Krehely, J. (2009, December 21). <i>How to close the LGBT health disparities gap</i>. The Center for American Progress. <a href="https://www.americanprogress.org/article/how-to-close-the-lgbt-health-disparities-gap/">https://www.americanprogress.org/article/how-to-close-the-lgbt-health-disparities-gap/</a></li> <li>○ <b>OPTIONAL:</b> Zraick, K. &amp; Garcia, S. E. (2019, October 9). <i>California makes H.I.V.-prevention drugs available without a prescription</i>. The New York Times. <u><a href="#">AVAILABLE IN CANVAS</a></u></li> <li>○ <b>OPTIONAL:</b> Praderio, C. (2019, May 31). <i>LGBTQ patients reveal their exhausting, infuriating, and surprisingly common struggles at the doctor's office</i>. INSIDER. <a href="https://www.insider.com/lgbtq-healthcare-doctors-health-disparities-2018-4">https://www.insider.com/lgbtq-healthcare-doctors-health-disparities-2018-4</a></li> </ul> </li> <li>● <b>Video:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> LGBTIQ People Talk about Their Experiencing Accessing Healthcare: <a href="https://www.youtube.com/watch?v=Q5-7t_qBw14">https://www.youtube.com/watch?v=Q5-7t_qBw14</a></li> </ul> </li> </ul>
<p style="text-align: center;"><b>Week of October 24<sup>th</sup></b></p> <p style="text-align: center;"><b>WEEK 9</b></p>	<p style="text-align: center;"><b>Minority Identities Hurdles to Care:</b></p> <p style="text-align: center;"><b>LGBTQIA+ Part 2</b></p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Kattari, S. K. (2018, October 23). <i>Transgender and non-binary people face health care discrimination every day in the US</i>. The Conversation. <a href="https://theconversation.com/transgender-and-non-binary-people-face-health-care-discrimination-every-day-in-the-us-99732">https://theconversation.com/transgender-and-non-binary-people-face-health-care-discrimination-every-day-in-the-us-99732</a></li> <li>○ <b>OPTIONAL (HIGHLY RECOMMENDED)</b> Nirappil, F. (2022, August 4). <i>Struggle to protect gay, bisexual men from monkeypox exposes inequities</i>. The Washington Post.</li> </ul> </li> </ul>

		<p><a href="https://www.washingtonpost.com/health/2022/07/27/monkeypox-gay-men-vaccine-treatment/">https://www.washingtonpost.com/health/2022/07/27/monkeypox-gay-men-vaccine-treatment/</a></p> <ul style="list-style-type: none"> <li>○ <b>OPTIONAL (HIGHLY RECOMMENDED):</b> Mastroianni, B. (2022, July 28). <i>How trauma can drastically increase suicide risk for LGBTQ youth.</i> Healthline. <a href="https://www.healthline.com/health-news/how-trauma-can-drastically-increase-suicide-risk-for-lgbtq-youth">https://www.healthline.com/health-news/how-trauma-can-drastically-increase-suicide-risk-for-lgbtq-youth</a></li> <li>● <b>Audio:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Dude, Where's My Coverage?: <a href="https://www.wnycstudios.org/podcast/s/nancy/episodes/nancy-podcast-dude-wheres-my-coverage">https://www.wnycstudios.org/podcast/s/nancy/episodes/nancy-podcast-dude-wheres-my-coverage</a></li> </ul> </li> <li>● <b>Video:</b> <ul style="list-style-type: none"> <li>○ <b>OPTIONAL: Andrew, S. (2020, February 7).</b> <i>More than 200 medical professionals condemn bills trying to restrict transgender kids from getting gender reassignment treatments.</i> CNN. <a href="https://www.cnn.com/2020/02/07/health/doctors-condemn-anti-trans-health-care-trnd/index.html?utm_source=twCNN&amp;utm_medium=social&amp;utm_content=2020-02-07T15%3A50%3A16&amp;utm_term=link">https://www.cnn.com/2020/02/07/health/doctors-condemn-anti-trans-health-care-trnd/index.html?utm_source=twCNN&amp;utm_medium=social&amp;utm_content=2020-02-07T15%3A50%3A16&amp;utm_term=link</a></li> </ul> </li> </ul> <p><b>Assignment:</b> Submit the Documentary Film Essay Assignment on Friday, October 28<sup>th</sup> by 11:59 PM EST via Canvas</p>
<p><b>Week of October 31<sup>st</sup></b></p> <p><b>WEEK 10</b></p>	<p><b>Minority Identities Hurdles to Care:</b></p> <p><b>Native/ Indigenous Peoples</b></p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Whitney, E. (2017, December 12). <i>Native Americans feel invisible in U.S. health care system.</i> NPR <u><a href="https://www.npr.org/sections/health-shots/2017/12/12/569910574/native-americans-feel-invisible-in-u-s-health-care-system">AUDIO VERSION AVAILABLE</a></u></li> <li>○ <b>REQUIRED:</b> Walker, M. (2019, October 15). <i>Fed up with deaths, Native Americans want to run their own health care.</i> The New York Times. <a href="https://www.nytimes.com/2019/10/15/us/politics/native-americans-health-care.html">https://www.nytimes.com/2019/10/15/us/politics/native-americans-health-care.html</a></li> <li>○ <b>OPTIONAL:</b> Kaiser Health News. (2019, July 22). <i>In North Carolina, Native Americans take control of their health care.</i> U.S. News.</li> </ul> </li> </ul>

		<p><a href="https://www.usnews.com/news/healthiest-communities/articles/2019-07-22/native-americans-take-control-of-their-health-care-in-north-carolina">https://www.usnews.com/news/healthiest-communities/articles/2019-07-22/native-americans-take-control-of-their-health-care-in-north-carolina</a></p> <ul style="list-style-type: none"> <li>● <b>Video:</b> <ul style="list-style-type: none"> <li>○ <b>OPTIONAL (HIGHLY RECOMMENDED):</b> Morabito, C. (2021, July 3). <i>How federally guaranteed health care for Native Americans works in the U.S.</i> CNBC. <a href="https://www.cnbc.com/2021/07/03/native-american-health-care-how-the-us-indian-health-service-works.html">https://www.cnbc.com/2021/07/03/native-american-health-care-how-the-us-indian-health-service-works.html</a> <i>THE SHORT VIDEO CLIP IS EMBEDDED IN THE ARTICLE</i></li> </ul> </li> </ul>
<p><b>Week of November 7<sup>th</sup></b></p> <p><b>WEEK 11</b></p>	<p><b>Rural Barriers to Healthcare</b></p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Warshaw, R. (2017, October 31). <i>Health disparities affect millions in rural U.S. communities.</i> AAMC. <a href="https://www.aamc.org/news-insights/health-disparities-affect-millions-rural-us-communities">https://www.aamc.org/news-insights/health-disparities-affect-millions-rural-us-communities</a></li> <li>○ <b>OPTIONAL (HIGHLY RECOMMENDED):</b> Hassanein, N. (2022, August 11). <i>Inside America’s rural maternal health care crisis: Why are women of color most at risk?</i> USA Today. <a href="https://www.usatoday.com/story/news/2022/08/11/why-rural-maternal-health-care-disappearing-heres-what-we-know/10265513002/">https://www.usatoday.com/story/news/2022/08/11/why-rural-maternal-health-care-disappearing-heres-what-we-know/10265513002/</a></li> <li>○ <b>OPTIONAL:</b> Kliff, S., Silver-Greenberg, J., Kulish, N. (2020, April 27). <i>Closed hospitals leave rural patients ‘stranded’ as coronavirus spreads.</i> The New York Times. <u><i>AVAILABLE IN CANVAS</i></u></li> </ul> </li> <li>● <b>Audio:</b> <ul style="list-style-type: none"> <li>○ <b>OPTIONAL:</b> <i>Rural health disparities, and a checklist of solutions for addressing social determinants of health.</i> (Featuring Dr. Claire Pomeroy). Stitcher <a href="https://www.stitcher.com/podcast/the-health-disparities-podcast/e/68671845?autoplay=true">https://www.stitcher.com/podcast/the-health-disparities-podcast/e/68671845?autoplay=true</a></li> </ul> </li> <li>● <b>Video:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Jackson, H. (2020, May 27). <i>Navajo nation struggling to cope with worst-in-the-country outbreak.</i> MSNBC <a href="https://www.msnbc.com/hallie-jackson/watch/navajo-nation-struggling-to-cope">https://www.msnbc.com/hallie-jackson/watch/navajo-nation-struggling-to-cope</a></li> </ul> </li> </ul>

		<a href="https://www.washingtonpost.com/health/covid-19-outbreak-in-prisons-with-worst-in-the-country-outbreak-83965509745/">with-worst-in-the-country-outbreak-83965509745</a>
<p><b>Week of November 14<sup>th</sup></b></p> <p><b>WEEK 12</b></p>	<p><b>Health &amp; Incarceration</b></p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Eldridge, T. E. (2019, November 8). <i>Why prisoners get the doctors no one else wants</i>. The Appeal. <u>AVAILABLE IN CANVAS</u></li> <li>○ <b>OPTIONAL:</b> Bailey, M. (2016, December 15). <i>More prisoners die of old age behind bars</i>. Kaiser Family Foundation. <a href="https://khn.org/news/more-prisoners-die-of-old-age-behind-bars/">https://khn.org/news/more-prisoners-die-of-old-age-behind-bars/</a></li> <li>○ <b>OPTIONAL:</b> Tribou, D. (2019, November 8). <i>Mornings in Michigan: Starting a day in prison</i>. Michigan Radio. <u>AVAILABLE IN CANVAS</u></li> </ul> </li> <li>● <b>Audio:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Ahebee, S. (2021, April 9). <i>40% of incarcerated people have chronic conditions – how good is the health care they get behind bars?</i> WHYY PBS. <a href="https://whyy.org/segments/why-good-health-care-in-u-s-prisons-may-be-hard-to-come-by/">https://whyy.org/segments/why-good-health-care-in-u-s-prisons-may-be-hard-to-come-by/</a></li> <li>○ <b>OPTIONAL (HIGHLY RECOMMENDED):</b> Thompson, C. &amp; Eldridge, T. (2018, November 21). <i>Treatment denied: The mental health crisis in federal prisons</i>. The Marshall Project. <a href="https://www.themarshallproject.org/2018/11/21/treatment-denied-the-mental-health-crisis-in-federal-prisons">https://www.themarshallproject.org/2018/11/21/treatment-denied-the-mental-health-crisis-in-federal-prisons</a></li> <li>○ <b>OPTIONAL:</b> Daniel, R. (2019, December 5). <i>Prisons neglect pregnant women in their healthcare policies</i>. Prison Policy Initiative. <a href="https://www.prisonpolicy.org/blog/2019/12/05/prgnancy/#:~:text=Most%20states%20lack%20important%20policies%20on%20prenatal%20care,ceiving%20the%20care%20they%20need.">https://www.prisonpolicy.org/blog/2019/12/05/prgnancy/#:~:text=Most%20states%20lack%20important%20policies%20on%20prenatal%20care,ceiving%20the%20care%20they%20need.</a></li> </ul> </li> </ul> <p><b>Assignment:</b> Submit the second Response Paper on Friday, November 18<sup>th</sup> by 11:59 PM EST via Canvas.</p>
<p><b>Week of November 21<sup>st</sup></b></p>	<p><b>Health &amp; Immigration</b></p>	<ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Malagon, E. (2021, October 21). <i>New initiative aimed at helping suburban immigrants’ access to health care options</i>. Chicago Sun Times</li> </ul> </li> </ul>

		<p><a href="https://chicago.suntimes.com/platform/amp/2021/10/21/22738244/chicago-illinois-immigration-health-academy-covid-pandemic-covid19">https://chicago.suntimes.com/platform/amp/2021/10/21/22738244/chicago-illinois-immigration-health-academy-covid-pandemic-covid19</a></p> <ul style="list-style-type: none"> <li>○ <b>OPTIONAL (HIGHLY RECOMMENDED):</b> Kaiser Family Foundation. (2022, April 6). <i>Health coverage of immigrants</i> <a href="https://www.kff.org/racial-equity-and-health-policy/fact-sheet/health-coverage-of-immigrants/">https://www.kff.org/racial-equity-and-health-policy/fact-sheet/health-coverage-of-immigrants/</a></li> <li>○ <b>OPTIONAL:</b> Duncan, W. L. &amp; Horton, S. B. (2020, April 18). <i>Serious challenges and potential solutions for immigrant health during covid-19</i>. Health Affairs. <a href="https://www.healthaffairs.org/doi/10.1377/hblog20200416.887086/full/">https://www.healthaffairs.org/doi/10.1377/hblog20200416.887086/full/</a></li> <li>○ <b>OPTIONAL (HIGHLY RECOMMENDED):</b> Gorman, S. (2021, July 27). <i>California expands state healthcare to undocumented residents 50 and up</i> <a href="https://www.reuters.com/world/us/california-expands-state-healthcare-undocumented-residents-50-up-2021-07-28/">https://www.reuters.com/world/us/california-expands-state-healthcare-undocumented-residents-50-up-2021-07-28/</a></li> </ul> <ul style="list-style-type: none"> <li>● <b>Audio:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> TEDMED. <i>No longer afraid: An undocumented immigrant’s experience in American health care</i>. Denisse Rojas Marquez. <a href="https://www.tedmed.com/talks/show?id=730486">https://www.tedmed.com/talks/show?id=730486</a></li> </ul> </li> </ul>
<p style="text-align: center;"><b>Week of November 28<sup>th</sup>  WEEK 14</b></p>	<p style="text-align: center;"><b>Health Disparities &amp; Aging + Guest Speaker</b></p>	<ul style="list-style-type: none"> <li>● <b>Guest Speaker:</b> Jacqueline Boyd (she/they) – Owner of The Care Plan (<a href="http://www.the-care-plan.com">www.the-care-plan.com</a>)</li> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Seegert, L. (2018, July 18). <i>National study finds LGBT seniors face tougher old age</i>. Association of Health Care Journalists. <u>AVAILABLE IN CANVAS</u></li> <li>○ <b>OPTIONAL:</b> Fagan, K. (2019, March 8). <i>Aging onto the street</i>. San Francisco Chronicle. <u>AVAILABLE IN CANVAS</u></li> <li>○ <b>OPTIONAL:</b> McKillop, M. &amp; Boucher, A. (2018, February 20). <i>Aging prison populations drive up costs</i>. The Pew Charitable Trusts. <u>AVAILABLE IN CANVAS</u></li> </ul> </li> <li>● <b>Videos:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> <i>Aging Matters: Disparities &amp; Health Equity</i>. PBS.</li> </ul> </li> </ul>

		<p><a href="https://www.pbs.org/video/disparities-health-equity-npt-reports-aging-matters-qyldnm/">https://www.pbs.org/video/disparities-health-equity-npt-reports-aging-matters-qyldnm/</a></p> <ul style="list-style-type: none"> <li>○ <b>OPTIONAL:</b> Sapien, J. (2020, April 25). “<i>Did I mess this up?</i>” <i>A father dying from coronavirus, a distraught daughter and a midnight rescue.</i> ProPublica <a href="https://www.propublica.org/article/did-i-mess-this-up-a-father-dying-from-coronavirus-a-distraught-daughter-and-a-midnight-rescue">https://www.propublica.org/article/did-i-mess-this-up-a-father-dying-from-coronavirus-a-distraught-daughter-and-a-midnight-rescue</a></li> </ul>
<p><b>Week of December 5<sup>th</sup></b></p> <p><b>WEEK 15</b></p>	<p><b>Future Role of Social Workers to Close the Health Gap</b></p>	<ul style="list-style-type: none"> <li>● <b>Reading:</b> <ul style="list-style-type: none"> <li>○ <b>REQUIRED:</b> Bullock, K., Damiano, S., and Sinclair, S. (2021, April 24). <i>Social workers can lead the way in addressing health inequities.</i> CAPC. <a href="https://www.capc.org/blog/social-workers-can-lead-the-way-in-addressing-health-inequities/">https://www.capc.org/blog/social-workers-can-lead-the-way-in-addressing-health-inequities/</a></li> <li>○ <b>OPTIONAL:</b> <i>A calming force: The role of social work in the emergency department</i> <a href="https://medcom.uiowa.edu/the-loop/news/a-calming-force-the-role-of-social-work-in-the-emergency-department">https://medcom.uiowa.edu/the-loop/news/a-calming-force-the-role-of-social-work-in-the-emergency-department</a></li> <li>○ <b>OPTIONAL:</b> Masters, K. (2021, October 27). <i>A shortage of workers is hindering efforts to improve mental health care in Virginia.</i> Virginia Mercury. <a href="https://www.virginiamercury.com/2021/10/27/a-shortage-of-workers-is-hindering-efforts-to-improve-mental-health-care-in-virginia/">https://www.virginiamercury.com/2021/10/27/a-shortage-of-workers-is-hindering-efforts-to-improve-mental-health-care-in-virginia/</a></li> </ul> </li> </ul> <p><b>Assignment:</b> Submit the Life Trajectory Assignment on Monday, December 5, 2022 by 11:59 PM EST. Students will present the visual components during the last class session.</p>

**c. Assignments**

<b>Assignment</b>	<b>Due date</b>	<b>Percent of overall grade</b>
<b>Attendance &amp; Class Participation</b>	Active listening and engagement during every class session.	15%
<b>Response Papers</b>	Submit <b>two (2) response papers</b> on Friday, September 30 <sup>th</sup> and Friday, November 18 <sup>th</sup> by 11:59 PM EST via Canvas	30% (15% each)

Assignment	Due date	Percent of overall grade
<b>Documentary Film – Essay Assignment</b>	Submit assignment on Friday, October 28 <sup>th</sup> by 11:59 PM EST via Canvas	25%
<b>Life Trajectory Assignment</b>	In-Class Presentations: Monday, December 5 <sup>th</sup> (last day of class)  PowerPoint Presentations: Monday, December 5 <sup>th</sup> by 11:59 PM EST via Canvas	30%

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

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

This is a discussion-based course that gives students an opportunity to apply what they have learned to readings. 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 the assignments;
- Contributing meaningfully and organically to class discussions and activities;
- Demonstrating increasing mastery of the material; and
- Thinking critically about differing ideas and perspectives.

For each class session, **you will earn one (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 final assignment by the due date. Moreover, please click on the following link for more context on the class attendance policy found in the [MSW Student Guide](#).

**Life can be extremely stressful, so make sure you are taking care of yourself.** 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 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. 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. Remember, it is progress, not perfection.

### **Response Papers (30% - 15% each)**

For this response paper, you have **TWO** options for how you synthesize course content and submit the assignment:

1. You can submit a traditional response papers (750-1,000 words) that addresses **ONE** topic of interest to you from the assigned readings and course themes covered throughout the semester. **You should draw connections between multiple readings (more than three) and class lectures and discussions.** Below are suggested prompts to guide your process. **Please note that you are NOT required to address all of the below prompts in your response papers.**
  - a. *Describe the aspects of the readings and/or class content that you find to be particularly useful, surprising, or unconvincing, etc..*
  - b. *Describe how the assigned/suggested readings connect to key ideas or themes highlighted throughout the course.*
2. Instead of submitting a formal written essay, you also have the option of recording an 8-10-minute audio/video recording that addresses a topic of interest to you. Please refer to the above questions to guide this process. While you will focus on **ONE** topic or theme, you **ARE** still required to **draw connections between several readings and/or authors to substantiate your claims.**

These written or audio/video response papers are intended to be both a tool for you to think more deeply about something of concern to you and a strategy for me to see that you are attempting to reflect on overarching themes highlighted in course materials.

While creating the audio/video recording, please consider and/or incorporate the following components:

1. Address one topic/theme – do not be overly ambitious and attempt to cover multiple themes
2. Include several **(3 or more readings/course resources [journal articles, videos, podcasts, etc.])** within the recording
3. **Do NOT exceed 10 minutes** – please stick to the time frame (be concise)
4. Include your name at the beginning of the audio recording
5. Include a clear thesis statement/topic that you plan to address in the recording

**Due Date: The response papers (audio/video or written) are due on the following dates: Friday, September 30<sup>th</sup> and Friday, November 18<sup>th</sup> by 11:59 PM EST via Canvas.**

### **Documentary Film: Essay Assignment (40%)**

Choose one (1) documentary from the below list of options. The paper should be between 5-7 pages, double-spaced. Remember that documentaries of this sort are *secondary* sources that use primary sources (and sometimes other secondary sources) to provide a historical account.



- A. **After Shock** (2022)(1 hour and 26 minutes) – Available on Hulu Plus
- B. **GenSilent** (2010) (1 hour and 14 minutes) – Available on Pluto TV - [https://pluto.tv/en/on-demand/movies/gensilent-2011-1-1?utm\\_medium=textsearch&utm\\_source=google](https://pluto.tv/en/on-demand/movies/gensilent-2011-1-1?utm_medium=textsearch&utm_source=google)
- C. **Medical Racism – The New Apartheid** (2021)(57:29 minutes) – <https://medicalracism.childrenshealthdefense.org/medical-racism-the-new-apartheid/>
- D. **¡Salud! Myths and Realities of Mexican Immigrant Health** (2017)(45 minutes) – <https://filmfreeway.com/1314729>

Consider the following themes while writing:

- What main points did the film make about the subject matter?
- What was the overall point of view or purpose of the film?
- What kinds of sources are used to communicate the main points? (Think about how the film was constructed: a narrator, historians speaking, participants speaking, film footage from the historical time period, images, sounds/music, editing, etc.)
- Were some elements or sources more effective or convincing than others?
- How does the film correspond to or differ from what you have learned from course materials (e.g., readings, lectures, class discussions, etc.)?
- General reactions to the film.

### About the Films

*After Shock* disproportionate number of Black women are failed every year by the U.S. maternal health system. Shamony Gibson and Amber Rose Isaac die due to childbirth complications. Now, their partners and families sound a rallying cry around this crisis.

*To learn more about the film, refer to the following link: <https://www.aftershockdocumentary.com/>*

*Gen Silent* is a 2010 documentary film, directed and produced by Stu Maddux. The documentary follows the lives of six LGBT seniors living in the Boston area who must choose if they will hide their sexuality in order to survive in the long-term health care system. *To learn more about the film, refer to the following link: <https://www.theclowdgroup.com/gensilent>*

*Medical Racism: The New Apartheid* illuminates the shocking history of human experimentation targeting Blacks by government health regulators and private pharmaceutical companies. The documentary, directed by Academy Award nominee David Massey, chronicles the medical cartel's long history of targeting minority populations for unethical experiments, the acquiescence of regulatory agencies and medical ethicists, and the silence of physicians that allow these atrocities to continue today.

*To learn more about the film, refer to the following link:*

<https://medicalracism.childrenshealthdefense.org/>

*¡Salud! Myths and Realities of Mexican Immigrant Health* is a 45-minute documentary focused primarily on the healthcare and health disparities of Mexican immigrants in the United States, the ‘Latino health paradox’, and the social contexts of health, mental illness, and reproductive health.

*To learn more about the film, refer to the following link: <https://filmfreeway.com/1314729>*

**Due Date: Papers are due on Friday, October 28<sup>th</sup> by 11:59 PM EST and must be submitted via Canvas.**

## Life Trajectory Assignment

The purpose of this assignment is to engage with someone for an in-depth conversation (preferably over time) as fully as possible and to understand and document their life experiences. This goal of this assignment is to demonstrate the power of storytelling in a social work context.

### Assignment Components:

- A. Students are expected to interview one (1) person about their life story with particular attention to their engagement with health care system(s) and/or their health journey. This trajectory should include **life factors** such as economic stability or instability, generational disadvantages, societal structures, health, wealth, and/or racial and cultural discriminations that have impacted their life.
- B. Use **several (3-4) examples** to connect with important themes highlighted in this course.
- C. The assignment must include an **audio-visual component** in the form of artwork, graphics, images, film, timelines, PowerPoints slides, or podcast clips (with permission of the interviewee) to illustrate a particular theme in the interview.

**Word maximum: 1000 words (up to 4 pages) and one (1) visual component**

**Assignment:** The In-Class Presentations will take place on Monday, December 5<sup>th</sup> (last day of class). You must submit the PowerPoint slides/presentation on Monday, December 5<sup>th</sup> by 11:59 PM EST via Canvas.

### d. Grading

**IMPORTANT MESSAGE AROUND GRADING:** This course will focus on qualitative not quantitative assessment, something we will discuss during the class, both with reference to your own work and the works we will be studying. While you will get a final grade at the end of the term, **I will not be grading individual assignments, but rather asking questions and making comments that engage your work rather than simply evaluate it.** You will also be reflecting carefully on your own work. The intention here is to help you focus on working in a more organic way, as opposed to working as you think you are expected to. If this process causes more anxiety than it alleviates, see me at any point to confer about your progress in the course to date. If you are worried about your grade, your best strategy should be to join the class discussions, do the assigned reading, and complete the assignments. **You should consider this course a “busy-work-free zone” – I care about your learning process and growth as a critical social worker. I am focused on progress, not perfection. If an assignment does not feel productive, we can find ways to modify, remix, or repurpose the instructions.**

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.

### ***Electronic Devices***

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

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

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

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

### ***APA Format***

Unless otherwise noted, all assignments should be submitted using APA style formatting. The current edition of APA style should be used in formatting papers prepared for this course and papers should be formatted using **one-inch margins, double spacing, and 12-point Times New Roman or Garamond font.** Please include in-text citations and a reference list as well. For further information, please refer to

the American Psychological Association Publication Manual (often called the APA Style Manual). You can find out more at: <http://www.apastyle.org>. Please consider accessing [Purdue University's OWL](#) website, which is an excellent resource for general writing and formatting advice.

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

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

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

Some examples of plagiarism:

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

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

Email is the best way to reach me. Please anticipate 24 hours for a response during the business week (Monday-Friday, 9:00 AM - 5:00 PM EST). Weekend emails may have a longer response time (48 hours). Professional email etiquette is expected. 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.

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Additional School and University policies, information and resources are available here: <https://sww.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.

#### **j. Sexual Misconduct – Measures to Protect Students**

**I, Professor Cureton, am committed to creating a learning environment for my students that is free of Prohibited Conduct, including gender-based and sexual harassment, sexual violence, retaliation, and a hostile environment based on discrimination and intimidation.** I acknowledge the power differentials between instructors and students, and the prohibition of “Covered Relationships” (sexual, romantic, or dating) between instructors and students. To accomplish this, I pledge to:

- I will conduct office hours with my door open. Students who wish to have confidential conversations with me may schedule a private meeting via Zoom or may ask to have a closed-door meeting. But this closed-door meeting must be made on your request in writing, even on the spot. I will never suggest a closed-door meeting myself because of the power dynamic.
- I will document all pre-scheduled meetings between the instructor and the student via Google Calendar (or other software) and/or university email. Students who email to request an office hour appointment should expect to receive an email confirmation or a Google Calendar (or other software) invitation from me, or, upon my email confirmation and request, may send me a Google Calendar (or other software) invitation for this meeting. The purpose is to provide a permanent record of the meeting and to ensure that all class activities are documented and transparent. Students who choose to drop by for informal meetings are welcome to do so, but there will be no documentation provided. (See above for open-door policy.)
- Choose meeting locations and conduct meetings with student and instructor safety in mind.
- All individual meetings between instructor/student will take place at university venues. Off-campus meetings, trips or events must engage with course material. Off-campus meetings will not involve alcohol or take place at locations that serve alcohol. If the class goes out for a meal, it will be at a cafe or restaurant that does not serve alcohol.