



<b>Course title:</b>	Engaging Social Justice, Diversity & Oppression in Social Work
<b>Course #/term:</b>	SW505, Section 012*, Fall 2022
<b>Time and place:</b>	Tuesday's 2pm-5pm 2629 SSWB classroom
<b>Credit hours:</b>	3
<b>Prerequisites:</b>	None
<b>Instructor:</b>	Julie D. Cushman, LMSW, ACSW, CAADC ( <b>address me as Julie</b> )
<b>Pronouns:</b>	She/her/hers
<b>Contact info:</b>	Email: jcushman@umich.edu Phone: 734-845-0867 You may expect a response within 24-48 hours (When you email me, please include SW505-003 in the subject line)
<b>Office:</b>	2798 SSWB
<b>Office hours:</b>	In Office: Monday's 12:15pm-3:00pm & Tuesday's, 8:30am-12 and by appointment (in-person, on-line video, phone- Wednesday's 11am on; Thursday's 1pm on; Friday's before 1pm)

\*Each of the SW 505 sections is focusing on a theme this semester – one of the [Social Work Grand Challenges](#). Feel free to read more about the theme for this section which is [“Reversing Extreme Economic Inequality.”](#)

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, this inequality is becoming [more extreme](#) over time.

An [intersectional](#) analysis reveals differences in how groups with varying and multiple social identities/positionalities [experience extreme economic inequality](#) within the ism’s. 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.

History can help to explain today’s extreme economic inequality—including wealth inequalities by race, gender, and class. The United States’ histories of slavery, violence during Reconstruction and the Jim Crow era, and ongoing mutually reinforcing policies and practices have prevent(ed) Black families from accumulating wealth. As an 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. This is how history shows up in people’s wallets today, 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 these experiences of 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 contribute to extreme economic inequality, and in what ways? How have institutions and policies contributed to extreme economic inequality? How can social workers advance justice and reduce extreme economic inequality for all groups of people? This course explores these critical questions strives to situate traditionally excluded and marginalized groups as experts of their experiences within the context of extreme economic inequality.

(Credit for the above goes to Terri Friedline- Associate Professor of Social Work Faculty)

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 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).

## **1. COURSE STATEMENT**

### **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, mezzo, 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. Objectives**

- 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).

### **c. Course Design: Pedagogical Approach & Teaching Philosophy**

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.

This course promotes and integrates both classroom and what is going on in the world currently. This is done through lecture and discussion on the content, and practice tools for skill development. This type of design relies on the full participation and contributions of everyone to reach our highest potential as a group. Many different methods will be used for acquiring knowledge and skills including assigned readings, podcasts, videos, discussion, lectures, projects, activities, exercises, and homework. Class sessions will also include skill building activities and a variety of assignments (oral, written, presentations and group work). 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. Attention will also be given to knowledge about social justice and change, and principles of change toward social justice with diverse populations. I rely on you (as adult learners) to set your own learning goals, and to let me know if some discussion or clarification of readings in class would be useful.

1. Your learning will be directly correlated with the effort you expend in taking responsibility for your own goals and agendas.
2. We will discuss many of the readings, podcast, videos in class and/or thought discussions (on canvas or Google docs), but I will not review them all in class, although I will look for evidence that you have done all the readings in your assignments, discussions, and class activities.
3. You need to take responsibility for letting me know if some discussion of a particular reading or concept would be useful or interesting, if you have a question or aren't sure you see the relevance of something.

### **d. Intensive Focus on Privilege, Oppression, Diversity and Social Justice (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 C 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.

**Relationship of the Course to Social Work Ethics and Values:**

Relationship to SW Ethics and Values: The course will address ethical and value issues related to working with, and in, organizations, communities, societies, and in conducting policy-focused research in these areas. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all citizens, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. The course will also focus on social workers' responsibility as professionals to promote the general welfare through 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.

**2. CLASS REQUIREMENTS**

**a. Text and class materials:**

There is not a primary text for this course. Instead, the assigned various resources will be provided on Canvas at least 3 weeks in advance of when they are due . Resources will include scholarly and popular articles, book chapters, podcasts, videos, TED Talks, social media, and other supplemental materials. By the end of September 2022, I plan to have all required materials posted on CANVAS. These materials are integrated into each week's lecture/discussion topic and/or used for assigned homework/activities for each week's class preparation. I will also post optional readings/additional supplements that may be of interest and/or assist with course assignments.

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings, video's, TED talks, podcasts, and other assigned materials. Required assignments may be discussed on Canvas via discussion threads, in class or as part of graded assignments.

**How I organize the CANVAS site:** When you sign onto the course site, the front page gives you a brief welcome and description to the course, how the canvas site is organized and my contact information.

1. I organize the course using modules-one module for each class session (labeled with the week number, date of the session, and the class session topic-(ex/ Week 1: 8/29|Course introductions/Overview/Antiracism).

2. This Course site uses the Modules tab (on the left navigation bar) to help you navigate the course.

Each week module is broken into the following pages- **Pre-Class Work, Class Session** and **TO DO if missed class session**. A few specifics:

- Each week, there is a series of pre-work (readings or things to watch, explore, activities, assignments due ) to do before the class session. The pre-work is designed to be particularly practical and is required to be done in advance of the class session. Also, in this Pre-Class Work page, I may include "*Reference Articles and Materials*". Though not required readings you may find them helpful for your research and submission of assignments or you may be interested in reading more on a specific area or topic.
- Each week in the **Class** page you will find the presentation and any materials/links needed for that day's class session.
- Each Week, there is a **TO DO if missed class session page**. This includes the recorded class session and completing some of the activities done in the class session for you to submit via email to assist in keeping up with the course.

All assignments will be in the assignment tab and unless otherwise noted are to be submitted to Canvas by 11:59pm on the day they are due.

If you are **not able to open anything on the canvas site**, please let me know and I will address the issue quickly.

Coming prepared to class:

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings, podcasts, videos, TED talks, homework assignments. (Much of your learning will come from discussion during the class session/discussion board and student class facilitation and presentations. As such, it is important that students in this class come prepared to critically express and exchange ideas related to the topics discussed. This will require both reflection on your

part, prior to entering class, and critical analysis for ideas and perspectives different from your own while in class. Please keep in mind that effective advocacy (a cornerstone of social work practice) requires the ability to understand and appreciate opposing perspectives and competing self-interests. I ask that students refrain from doing non-course activities during class session so you can more fully participate in discussion around the material.

Expected Time Commitment

A 3-credit class amounts to 112 hours of total expected engagement – including class sessions and work outside of class (class preparation, assignments, exercises, etc). For a 15-week class like ours, this averages to about 7-8 hours per week

**b. Class Schedule:**

**Class Schedule: SYLLABUS: tentative:**

The Course Schedule that follows is *tentative* and is subject to change. **SEE CANVAS WEEKLY FOR FINAL ASSIGNED READING AND OTHER RESOURCES.** READINGS/RESOURCES ARE SUBJECT TO CHANGE BASED ON RAPIDLY CHANGING NEWS and THE IMPORTANCE IN THIS CLASS OF WORLD APPLICATION IN WHAT YOU ARE LEARNING AND DISCUSSING. All changes will be discussed/announced at least 1 week in advance so that you will have sufficient time to make adjustments in your reading and assignments. Is on pages 6-12 in this syllabus

<b>Week &amp; Date</b>	<b>Class Topic</b>	<b>Preparation for class session: Readings, podcasts, videos "Reversing Extreme Economic Inequality"(REEI)</b>	<b>Assignments to do or turn in before class</b>
<p>1 8/30/22</p>	<p>Course Introductions &amp; Overview, who we are, what you want to learn/Antiracism</p>	<p>Welcome Packet (materials and things to complete) is the Introduction &amp; Welcome module in canvas)</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• NASW Code of Ethics-all ethical principles &amp; ethical standard 6</li> <li>• NASW Press Guidelines for Describing People</li> <li>• What do terms like systemic racism, microaggression and white fragility mean?</li> <li>• <a href="#">Anti-Racism Statement and Path to Accountability   University of Michigan School of Social Work Anti-Racism Statement (umich.edu)</a></li> <li>• "Untamed" by Glennon Doyle Ch. Racist</li> <li>• Straaten, L. (2022) How a Smithsonian Museum Stopped Being About the 'Wealthy, Pale and Male' - NYT</li> </ul> <p><b>Podcasts:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unlocking Us--I'm Still Here: Black Dignity in a World Menat for Whiteness</a></li> </ul> <p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>• Review the <a href="#">Racial Equity Tools Glossary Website</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student Survey &amp; Skills Assessment in Google Docs</b></li> <li>• <b>Student Information Sheet</b></li> </ul>
<p>2 9/6/22</p>	<p>Race, Class, Gender, Health-Intersectionality, Positionality &amp; Socioeconomic Status-  Critical Race Theory</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• 3 short articles on challenging discussion</li> <li>• Stress-Related Outcomes after a Period of Unrest in Two Low-Income African American Communities</li> <li>• <a href="#">Racism's Hidden Toll</a></li> <li>• <a href="#">Economic Policies Make A difference for Babies' Health</a></li> <li>• Crenshaw, K. (2015). Why intersectionality can't wait. <a href="https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/?utm_term=.82a287ee2472C">https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/?utm_term=.82a287ee2472C</a></li> </ul> <p><b>Podcasts:</b></p> <ul style="list-style-type: none"> <li>• Choose one <a href="#">Founding Critical Race Theory</a> OR <a href="#">What is Critical Race Theory, Anyway?</a> (55 min)</li> <li>• <a href="#">How Does Socieconomic Position Affect Our Health</a></li> </ul> <p><b>PPT Slides to Review</b></p> <ul style="list-style-type: none"> <li>• Confronting Implicit Bias</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sign up for Date to Facilitate QCCQ Assignment before next class session</b></li> <li>• <b>Complete four squares of intercultural interactions to share in class</b></li> </ul>

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<p>3 9/13/22</p>	<p>Economic Inequality Gap Widening: Rich vs Poor-</p>	<p><b>Readings- students choose which to read</b></p> <ul style="list-style-type: none"> <li>• 2 readings on critical Race theory</li> <li>• I'm gonna lose everything</li> <li>• Older Americans Are Increasingly Unwilling or Unable to Retire</li> <li>• What the Rich Don't Want to Admit About the Poor</li> <li>• Close the Racial Wealth Gap with Baby Bonds</li> <li>• Study Shows Income Gap between Rich and Poor Keeps Growing with Deadly Effects</li> <li>• Grand Challenges-Reduce Extreme Economic Inequality &amp; Policy Recommendations</li> <li>• Reversing Extreme Inequality. American Academy of Social Work &amp; Social Welfare</li> </ul> <p><b>Podcast:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">It's Been Another Decade of Income Inequality in the U.S.</a></li> <li>• <a href="#">What You Need To Know About Biden's Plan to Forgive Student Loan Debt</a></li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Racial Wealth Gap</a></li> <li>• <a href="#">Trust in America: How do Americans view economic inequality?</a></li> </ul> <p><b>Data Visualization:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Black and White Children Raised in Different SES levels</a></li> </ul>	
<p>4 9/20/22</p>	<p>Access to Public Transportation and Socioeconomic Status-</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Are Children an Oppressed Group? Posting a Child Standpoint Theory(2019) Child &amp; Adolescence Journal OR Collins (1997) Standpoint Theory- signs 22</li> <li>• Social Distancing is a Privilege</li> </ul> <p><b>Website Readings:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Where Commuting Is Out of Control - Bloomberg</a></li> <li>• <a href="#">Stranded: How America's Failing Public Transportation Increases Inequality</a></li> <li>• <a href="#">Barriers Stereotypes Block Transit in Metro Detroit</a></li> <li>• <a href="#">Shoulder to shoulder, these Detroit workers have no choice but to ride the bus - Chicago Tribune</a></li> <li>• <a href="#">Should public transit be free? Experts weigh in on policy options   Harvard Kennedy School</a> <b>OR</b> <a href="#">Should Public Transit Be Free?   City Journal (city-journal.org)</a></li> </ul> <p><b>Podcast</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Barriers, Stereotypes Block Transit Option in Metro Detroit</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Self-reflection: Diversity, Social Justice, Economic Justice</b></li> </ul>

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<p>5 9/27/22</p>	<p>Environmental Health Impacts and Socioeconomic Status</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Coombs-Orme, R. (2013) Epigenetics and the social work imperative. <i>Social Work</i>, 58(1), 23-30.</li> <li>• Urban Residence, Neighborhood Poverty, Race/Ethnicity, and Asthma Morbidity Among Children on Medicaid</li> <li>• Mohai &amp; Saha (2015) Which came first, people or pollution? A Review of Theory and evidence from longitudinal environmental justice studies</li> <li>• <a href="#">Updated Fact Sheet: Bipartisan Infrastructure Investment &amp; Jobs Act</a></li> <li>• <a href="#">5 Things to Know About Communities of Color and Environmental Justice - Center for American Progress</a></li> <li>• Impact of Environmental Injustices on Children's Health interaction between Air Pollution &amp; SES- 2021 (7 Pages)</li> </ul> <p><b>Podcast:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">As Rising Heat Bakes U.S. Cities, The Poor Often Feel it Most</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Board: Case Study: (Environment Injustices)</b></li> </ul>
<p>6 10/4/22</p>	<p>Housing Disparities &amp; Discrimination  Indigenous Peoples Day</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Why Black and Latino Home Ownership Matter to the Color Line and Multiracial Democracy</li> <li>• How Wealthy Towns Keep People with Housing Vouchers Out</li> <li>• <a href="#">The Case for Reparations</a></li> <li>• <a href="#">Ta-Nehisi Coates Revisits the Case for Reparations</a></li> <li>• <a href="#">How to cash in on a crappy home. Steo one Find a sucker to sign a land contract</a></li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">More Seniors Filling Homeless Shelters</a></li> <li>• <a href="#">The Story of the Contract Buyers League</a></li> <li>• <a href="#">Why Cities are so segregated- Housing Segregation &amp; Redlining in America</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Board: Case Study: (Reparations &amp; Discrimination in Housing)</b></li> <li>• <b>Mid-semester course feedback-due 10/22/22</b></li> </ul>



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7 10/11/22	Barriers for Immigrant and Undocumented Populations & Racial Socialization	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">A blinking light ahead: Slowing population growth raises questions about America as a land with unlimited horizons</a></li> <li>• Health Coverage of Immigrants-Kaiser Family Foundation</li> <li>• Asian Immigrant Experiences with Racism, Immigration-Related Fears, and the COVID-19 Pandemic-KFF</li> <li>• Undocumented immigrants pay billions in taxes each year -- and have been for 25 years</li> <li>• 2 Immigrant Paths: One Led to Wealth, the Other Ended in Death in Atlanta</li> <li>• <a href="#">Five Ways the "Public Charge" Rule Is Affecting Immigrants in America</a></li> <li>• <a href="#">In Montana, A Liberian Refugee Mounts A U.S. Senate Challenge NPR (5 Pages).pdf</a></li> <li>• <a href="#">From Refugee To U.S. Citizen- A Former Lost Girl Looks Back UNICEF USA BrandVoice (7 pages).pdf</a></li> <li>• <a href="#">All About the DREAM Act 2021 (11 pages)</a></li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Between Borders: American Migrant Crisis   Times Documentaries   The New York Times</a></li> <li>• <a href="#">The hidden life of an undocumented US immigrant</a></li> </ul> <p><b>Podcasts:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">How The U.S. Citizenship Oath Came To Be What It Is Today</a></li> <li>• <a href="#">Here's Why Becoming A U.S. Citizen Just Got More Difficult</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Board: Case Study (Barriers &amp; Hardships Of Immigration)</b></li> </ul>
8 10/18/22	Fall Break NO CLASS	<i>Catch up on any asynchronous work not done- in each week's module and/or TO DO if Missed class session</i>	
9 10/25/22	Intersectionality of Education & Socioeconomic Status-	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Racial Segregation and School Poverty in the United States, 1999-2016</li> <li>• Education is a fundamental right, appeals court rules in Detroit case. Bridge Magazine (April 2020)</li> <li>• <a href="#">Race, not just poverty, shapes who graduates in America...</a></li> <li>• Michigan's 79 wealthiest school districts, based on 2018 Census Data-(Jan 2020)</li> <li>• New York's Private Schools Tackle White Privilege. It Has Not Been Easy (NYT 8/27/21)</li> <li>• <a href="#">Two States. Eight Textbooks. Two American Stories</a></li> <li>• On Canvas: 6 Real World Stories of Intersectionality and Challenges in Education (Choose two to read).</li> </ul> <p><b>Podcast:</b></p> <ul style="list-style-type: none"> <li>• Segregated Education: <a href="#">Segregated Education</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Board: Case Study (Addressing Inequities within the education system)</b></li> <li>• <b>Implicit Bias Assignment Part II due 10/28/22</b></li> <li>• <b>Assignment 4: Who will you interview?</b></li> </ul>

<b>Week &amp; Date</b>	<b>Class Topic</b>	<b>Preparation for class session: Readings, podcasts, videos "Reversing Extreme Economic Inequality"(REEI)</b>	<b>Assignments to do or turn in before class</b>
10 11/1/22	Intersectionality of Policing, Mass Incarceration & Economic Inequality-	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Nowhere to Go: Homelessness among formerly incarcerated people- Prison Policy Initiative 2018</li> <li>• 'Color Purple' &amp; Sign Language Guide Among Book Censored By U.S. Prisons-NPR 2020</li> <li>• 'I Got Tired of Hunting Black and Hispanic People'</li> <li>• Conviction, Imprisonment, and Lost Earnings: How involvement with the Criminal Justice System Deepens Inequality-BC 2020</li> <li>• From Mass Incarceration to Smart Decarceration</li> <li>• Getting Beyond Prison: A Vermont Case Study. Yoder (2016)</li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Multi-Billion Dollar US Prison Industry- and How to Dismantle It</a></li> <li>• <a href="#">What a world without prisons could look like</a></li> <li>• <a href="#">TED Talk- We Need to Talk About and Injustice- Stevenson</a></li> </ul> <p><b>Podcast:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Nobody Comes Back</a></li> </ul>	
11 11/8/22	Voting No In-Person Class	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <a href="#">This is the link between voting in elections and income (5.5 pages)</a></li> <li>• <a href="#">Benenson and Bergom (2019)-Voter Participation, Socioeconomic Status, and Institutional Contexts in Higher Education.pdf</a></li> <li>• <a href="#">Voting &amp; Income</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Board (Intersectionality of voting and income inequality)</b></li> </ul>
12 11/15/22	Economic Impacts: (Essential workers, unemployment)	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Inequalities At Work &amp; COVID-19 Wolfe 2021</li> <li>• 5 Nannies Tell the Truth About Working During the Coronavirus</li> <li>• How Millions of Women Became Most Essential Workers in US</li> <li>• Don't Blame Econ 101 for the Plight of Essential Workers</li> <li>• Latinos Unemployment Hit A Record High From Covid</li> <li>• Older Americans face another pandemic risk: Most can't work remotely despite COVID-19</li> <li>• A Gloomy Prediction on How Much Poverty Could Rise</li> <li>• <a href="#">Six charts that explain how inequality in the United States changed over the past 20 years - Equitable Growth</a></li> <li>• 'I Really Loved My Job': Why The Pandemic as Hit These Workers Harder</li> </ul> <p><b>Podcast:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Essential Workers</a></li> <li>• <a href="#">Banking on Inequity</a></li> <li>• <a href="#">How can we alleviate Economic Insecurity during the pandemic</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Implicit Bias Assignment (Knowledge Check &amp; Reflection &amp; Sharing discussion post)</b></li> </ul>

<i>Week &amp; Date</i>	<i>Class Topic</i>	<i>Preparation for class session: Readings, podcasts, videos "Reversing Extreme Economic Inequality"(REEI)</i>	<i>Assignments to do or turn in before class</i>
<p>13 11/22/22</p>	<p>Indigenous Populations-and Economic Inequality</p>	<p><b>Readings:</b> <b>Readings:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Native American Issues Today-Current Problems &amp; Struggles</a></li> <li>• Indigenous Standpoint Theory</li> <li>• Racial Wealth Snapshot Native American</li> <li>• The Red Nation Wants its Land Back-Nation 8/10/21</li> <li>• The Impact of COVID-19 on Indigenous Communities. Indigenous Navigator (October 2020). Pp 7-9 &amp; 32-47</li> <li>• <a href="#">Supreme Court sides with Alaska Natives in COVID-19 relief money case   PBS NewsHour</a></li> </ul> <p><b>5 Randomly Assigned Readings/Videos: COVID Impact</b></p> <ul style="list-style-type: none"> <li>• Checkpoints, Curfews, Airlifts: Virus Rips Through Navajo Nation</li> <li>• <a href="#">Tribal Nations Face Most Severe Crisis in Decades as the Coronavirus Closes Casinos (3 pages)</a></li> <li>• <a href="#">Covid funds spell relief for six Virginia Indian tribes - The Washington Post</a></li> <li>• <a href="#">Native Americans Tribes Struggles With COVID</a></li> <li>• <a href="#">Navajo Nation Struggling to Cope With COVID</a></li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Finally Mainstream Media Tells the Truth about Native VAmericans</a></li> <li>• <a href="#">Schools Tried to Forcibly Assimilate Indigenous - Can the U.S. Make Amends? (8:13)</a></li> <li>• <a href="#">National Day of Morning</a></li> </ul>	

<b>Week &amp; Date</b>	<b>Class Topic</b>	<b>Preparation for class session: Readings, podcasts, videos "Reversing Extreme Economic Inequality"(REEI)</b>	<b>Assignments to do or turn in before class</b>
14 11/29/22	Disability and financial Security & Racial Capitalism in America	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Financial Inequality: Disability, Race and Poverty in America</li> <li>Financial Stability of People with Disabilities- Infographic</li> <li><a href="#">Disability 101: Employment Policies &amp; Etiquette</a></li> <li>Advancing Economic Security for People with Disabilities</li> <li>People with Intellectual Disabilities May Be Denied Life Saving Care Under These Plans as Coronavirus Spreads</li> <li><a href="#">The 1619 Project.</a></li> <li>America's Enduring Caste System-NYT</li> <li>Dreaming Beyond Capitalism: A Culture Without Fear</li> <li>Dismantling White Supremacy in Nonprofits: A starting point. YNPN Twin Cities. Skinner-Roy, J. (2019).</li> <li>How capitalism reduced diversity to a brand- Sean Illing 2-2019</li> <li><a href="#">At&amp;T Employee Training Program Says, WWhite People, You are the Problem'</a></li> <li><a href="#">Black Americans Have a Clear Vision for Reducing Racism but Little Hope It Will Happen</a></li> </ul> <p><b>Podcasts:</b></p> <ul style="list-style-type: none"> <li><a href="#">We Have Been Disabled: How the Pandemic Has Proven The Social Model Of Disability (8 min)</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Assignment 4 Due on 12/2 (submission to canvas and sharing on discussion board</b></li> <li><b>Post Skills Assessment due 12/4 at 11:59pm</b></li> <li><b>Implicit Bias Completion Certificate</b></li> </ul>
15 12/6/22	LAST CLASS In the Future - Reversing Extreme Inequality & SW	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>Mapping our roles in social change ecosystems</li> <li><a href="#">A Not So Brief History of the Healing Justice Movement 2010-2016</a></li> <li>How to fix economic inequality</li> <li>Mapping our roles in social change ecosystems</li> <li>Resources: <a href="https://www.yourblackfriendsarebusy.com/full">https://www.yourblackfriendsarebusy.com/full</a></li> </ul>	<ul style="list-style-type: none"> <li><b>Social Change Roles worksheet due &amp; discussion</b></li> <li><b>Sharing Final Assignment</b></li> <li><b>Due: All Assignments</b></li> </ul>
16 12/13/22	Exam Period NO CLASS		

### c. Assignments:

There are 4 graded assignments and various homework or mini assessment along with the expectation of class participation and engagement. Combined, these assignments are designed to facilitate your critical understandings of engaging in social justice, diversity and oppression in social work within content on extreme economic inequality. These assignments are not designed to test or judge you. They are designed to be useful, healing, energizing activities that invite you to explore your paths to deepened awareness and understanding of course content for social change through thoughtfulness, depth, and vulnerability.

A brief description of assignments and tentative due dates follows. A more detailed description of each assignment will be posted on canvas and discussed in class. Due dates noted on the class schedule in **Bold** letters.

Assignment 1: Lead a QCCQ-Based Discussion- (small groups). **(15%) due as scheduled-**(will sign up on 8/30/22-9/5/22, first week of classes)

For this assignment you will have the opportunity in a small group (2-3) to practice facilitating inquiry-based learning and critical reflection skills by leading one in-class discussion of the pre-class work assigned on the date you have been assigned, utilizing the QCCQ (Quotation, Concept, Comparison, Questions) method and then writing a reflexivity on your experience and learning. This discussion is based on the topic discussion for the week you are assigned or on an article or social media post of a current event that you can link to the topic for that class session.

Assignment 2: Implicit Bias Module- (individual & in-class). **due as scheduled throughout semester (20%)**

NASW licensing criteria now includes implicit bias content. The activities for this assignment meet the minimum standard for this requirement specific to reducing barriers and disparities in access to and delivery of health care services and strategies to reduce disparities. Some of this content will be addressed in class sessions, on the canvas discussion board or other activities. You will also complete a "pre-reflection", "knowledge check" and "reflection and sharing" online in this module to document your completion of the material. This gives you the opportunity for realizing your attitudes, stereotypes and other hidden biases that influence your perceptions, judgment, and actions and to write a reflexivity on what you learned about yourself and how you might address how this has an effect on your work as a social worker.

Assignment 3: Discussion Board- Case Study's/Vignettes (Individual) **(20%)**. When assigned **due Monday's at 4:00 pm**

In this assignment you will be asked on certain weeks to read/watch/listen to content specific to that class session's topic and answer questions, share your comments or perspectives and reply to other peer posts using the discussion board. This assignment gives you the opportunity to digest and think about the content before the class session. Being able to have deeper discussions with others on what you are thinking, critical analysis of what you are learning and actions we can take for reversing extreme inequality are vital to any social justice change.

Assignment 4: Final Project- Life Trajectory: (Individual) **-due 12/2/22 (25%)**

The purpose of this assignment is to engage with someone for an in-depth conversation (preferably over time) to as fully as possible, understand and document their life experiences. This trajectory should include the ways that economic stability or instability, broader social structures, policies, and institutions, discrimination and/or privilege, generational disadvantage or wealth, health or disability, social and cultural networks and capital, and all manner of challenges and opportunities have shaped their opportunities for personal and professional growth and fulfillment. Use the power of storytelling to bring their journey to life and add polish. Finally, include an audio-visual component in the form of artwork or graphics, images, timelines, power point slides, or mini-podcast audio clips (with permission of the interviewee). Word maximum: 1000 words and 1 Audio/Visual Component

You will submit the assignment to in assignments in canvas and also post to the also post on the discussion board for others to review and provide their thoughts/shared in last class session

Assignment	Due Date	Percentage
Class Attendance/Participation/Engagement Includes being prepared for class, attending class sessions, and engaging with the content during class and on Canvas	On-going and as assigned throughout the semester	20%

Assignment 1: Lead a QCCQ-Based Discussion & Ind Reflection (Small Group)	Due as scheduled	15%
Assignment 2: Implicit Bias Module (Individual)	As scheduled- See Implicit Bias Module	20%
Assignment 3: Discussion Board- Case Study's/Vignettes (Individual)	Due as scheduled on certain weeks	20%
Assignment 4: Final Project- Life Trajectory (Individual)	12/2/22	25%

There will be assignments involving exercises/study questions on the course material to be done during the week. These assignments have been designed to assist you in learning the course content and in doing your assignments. They are tools to help you, thus the focus in feedback in grading them is not so much on the content, but on the effort made to do the assignment. They will be a part of your participation and engagement grade.

Request an Assignment Modification: Learning and being proactive about this learning is hugely strengthened by systematic application of praxis—looking for examples of course concepts in your experiences, looking for connections across elements, using course concepts to help you to understand your experiences, and figuring out how to organize and apply key elements of the course for yourself.

Because of learning goals or key aspects of your identities, or where you are in the learning objectives of this course you may want to propose a modification of an assignment to meet your goals or interests better. Lots of options are possible if I know what you need or want, but we must discuss these ahead of time so I can be sure that what you propose is consistent with course objectives. Please don't assume that an altered assignment will be acceptable without discussing it with me, so we can be sure that it meets course objectives and is fair for all given course criteria.

**d. Attendance, participation, and course engagement:** Reference link to the general Policy on Class attendance in the MSW Student Guide is- <https://ssw.umich.edu/msw-student-guide/section/1.09.00/17/policy-on-class-attendance>.

Attendance, participation, and engagement are a requirement and expectation. They are very important in this class and is 20% of the final grade. Attendance and how engaged you are will be monitored throughout the semester. Students are expected to be prepared to participate. This includes completing all asynchronous assigned reading/videos/Podcasts/Ted Talks, being prepared (prior to class) to facilitate discussion on these, homework and/or assigned activities (such as exercises handouts, assessments/tools, case studies, etc.) and to reference for informed class participation. This also involves attending class on time and participating in all class discussions and activities and group assignments. If you have difficulties participating in discussion for technical, linguistic, cultural, or other reasons, let's discuss them individually and explore ways in which you may become a more active participant in class. Class attendance is important for you to keep up with course work. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion.

It is expected that students will **attend all classes, be on time and stay for the scheduled amount of time**. Students can miss two classes for any reason (e.g., personal, sick, religious holidays) (For additional information on health-related absences, please see section h below). Missing three classes will reduce your final grade; one-half grade (e.g., an A would be reduced to an A-) and each additional absence will reduce your final grade an additional half grade. Excessive absences (3 or more) may result in failure of the course. If students miss more than 2 class sessions, they must schedule a meeting with the instructor (and possibly with their advisor) to discuss their attendance and a plan of action to not miss anymore classes. Note that, even if you are absent from a class session, you are still responsible for class

content (notes, materials, handouts, PPT, or exercises/activities) during that class session and for submitting any assignments/homework due that day.

Coming to or leaving class mid-way is considered an absence. As adult learners, I expect you to make appropriate decisions about attending class sessions. This includes signing in late or leaving coming leaving class mid-way. Any absences or tardiness should be discussed directly with the instructor.

Your participation grade includes ability to discuss ideas with colleagues in a respectful manner, engage in reflective learning, and the sharing of your experiences, current events, or literature specific to the material being discussed and demonstration that required readings, modules, homework and other (survey's, vignettes) class learning have been completed by sharing and asking relevant questions in class. I encourage you to be actively present during class, students not participating class activities will see the impact in their grade.

Assessment of your participation is more than mere attendance and does not depend solely on you the quantity of your involvement in class discussion and class exercises, but also on the quality of your contributions. It also includes any on canvas participation (is in assignments titles

Use the following criteria for assessing your participation in class

- Participation through canvas (Participation and Engagement Activities)
- Frequency of participation in class: Student initiates contributions in class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the instructor to contribute. Student does not comment overzealously or to the exclusion of other learners.
- Quality of comments: Comments are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand. They often build on or respond to the observations of others, make links to that day's content and prior classes, or draws on materials and lessons from other courses.
- Listening Skills: Student listens attentively when others present materials and perspectives, and contributes comments that build on others' remarks. Student expresses disagreement in a professional and respectful manner.

#### e. Grading

**Assignments will be uploaded and submitted to canvas for grading. *Please do not email me your assignments or homework, etc. If you are having any technical issue, please let me know and we will get it resolved.* Assignments are to be submitted to CANVAS by 11:59pm on the date they are due, unless otherwise noted in the syllabus/assignment write-up/assignment description in canvas**

Expectations for assignments

- Written assignments should demonstrate your ability to apply and integrate course material and to communicate using a professional style. Professional communication is coherent, concise, and comprehensive, and includes correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing. See 3i below for writing skills resources and refreshers
- **All papers are to have a cover page**, reference page and any needed appendices. You are expected to have the appropriate headings and page numbers. Be sure to use APA format and be sure to cite when it is required and have correct citations in a reference page. (if you do not meet the required minimum number of sources, your paper will be returned to you not read and you will be asked to submit with the correct required sources)
- All papers must be typewritten and double-spaced using a 12-point font and one-inch margins. Use APA for your papers, including proper headings and citations. Failure to follow APA guidelines for referencing and for headings will result in a lower grade.  
*APA formatting:*

Any social work assignments presented as professional papers, or presentations should utilize the most recent edition APA (7th) formatting. The following are on-line resources for the 7<sup>th</sup> APA edition for you to use.

- [APA Style 7th Edition and Research Guide \(msubillings.edu\)](http://msubillings.edu) (Online Pdf)
- [MLibrary APA Citation Guide](#)
- [APA Style Blog](#)
- [Sample papers \(apa.org\)](http://apa.org) (Paper examples formatted in 7<sup>th</sup> ED APA)
- Use the outline format in the assignment description, using [headings](#) appropriate to APA format.
- I am looking for clarity and degree of understanding conveyed, key points being discussed, integration of relevant literature, pertaining to the assignment and your own assessment/critique for the assignment.
- You do need to stay within the page limits for all assignments (they are stated on each assignment description). You want to state concisely what you are saying. Summarizing from literature into your own words and the use of appendices will help with this.
- I am also looking at sensitivity and attention to dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation) and life cycle considerations and the degree to which you display critical analysis of the assignment.
- You are responsible for always making and keeping a copy of each assignment prior to turning it in.

Evaluation Criteria and Procedures: General evaluation criteria (special elements will also be delineated for particular assignments):

- Demonstrate understanding of and ability/apply knowledge clearly related to the assignment;
- Systematic & logical presentation of arguments, with appropriate documentation;
- Appropriate use of evidence, use of relevant literature and concepts, with citations;
- Scope of concepts used; degree of integration across topics, levels, and different readings
- Clarity of presentation. Originality;
- Attention to diversity and social justice issues across different populations and situations.

I expect that in all written work you will adhere to the following NASW editorial policy: In the interest of accurate and unbiased communication, NASW subscribes to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (*Health and Social Work, 11:3, Summer 1986.*) or <http://www.socialworkers.org/pubs/code/default.asp>

**Deadline Expectations:** All assignments are due (submitted on canvas by 11:59pm) on the day they are due, unless noted differently on the syllabus or assignment instructions. Incomplete grades are assigned only through negotiation with me and that negotiation must occur before the assignment's due date. Unless an extension contract has been arranged between a student and me, **before the due date of the assignment**, any assignment that is not completed on the due date will be assigned 0 points. **All** assignments for this course must be completed and handed in to the instructor to successfully complete the course.

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E"



grades indicate failure and carry no credit. Due to the brief length of time a mini course meets, partial attendance will likely result in a grade of E.

#### Grading

Assessment Classification	Range	Grade	Grade Point
Excellent Work (above course expectations)	94-100 91-93	A A -	4.0 3.7
Good Work (meets course expectations)	88-90 84-87	B+ B	3.3 3.0
	81-83	B-	2.7
Poor Work (meets minimal course expectations)	78-80 74-77	C + C	2.3 2.0
	71-73	C -	1.7
Failing Work	70-0	F	0.0

Each assignment will be given points that for the final grade turn into a letter grade. The criteria for each grade are as follows:

<b>A-, A or A+</b>	Exceptional performance and mastery of the material. Subject content, demonstration of critical analysis, and/or complexity in completion of assignment is exceptional. The difference between A-, A and +- is based on the degree of superiority to which these skills are demonstrated.
<b>B+</b>	Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, or complexity in the completion of the assignment.
<b>B</b>	Mastery of subject content at level of expected competency – meets course expectations
<b>B-</b>	Less than adequate competency but demonstrates student learning and potential for mastery of subject content.
<b>C+, C or C-</b>	Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
<b>E</b>	Student has failed to demonstrate minimal understanding of subject content.

Both content and format will be considered in assigning grades. Though content is more heavily weighted in grade assignment, format, and presentation are also important. The course is challenging and demanding. Grading will be rigorous but fair. Final grades will be determined by multiplying the worth of each assignment, by the grade points on the 4-point grade system. The numerical scores for each assignment will be summed.

I understand that the assessments of your work are subjective in nature and I strive to reduce that subjectivity. I grade based on the assignment outline that you have received, I use a template within which I set my expectations for the assignment. I compare your submissions to that template, not to one another

I suggest that you have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader.

If you read my comments to you and believe that I have erred, please discuss your findings with me within one week of getting your assignment/paper back. It may be that you do not understand what I have told you, or that I have made a mistake. In either case, I am certain that the situation will be rectified; either you will better understand what I want you to know, or I will correct my error.

A brief note about grading: I do not think it serves anyone well for every student in a course to earn an “A” grade, though I am familiar with this practice. Your grade will be a reflection of both your effort and the quality of your engagement and assignments.

More information on MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#). Here are some resources around [testing and grading from CRLT](#)

#### **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. 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. ADDITIONAL COURSE INFORMATION AND RESOURCES**

#### **a. Teaching Philosophy, More about the Course and Expectations**

I use a learner-centered philosophy in which there is the development of reciprocity, cooperation and open discussion among students and myself. I encourage active learning, give prompt feedback; communicate high expectations and respect diverse talents, interests and ways of learning. The emphasis is to create an empowering environment in which all participants can be active and self-directed learners in an atmosphere that allows for people's diversity, uniqueness and strengths and learning from each other's different perspectives and experiences. I believe that learning does not just happen once a week in the classroom and make myself readily available to students outside the classroom. I put an emphasis on bringing the outside world into the classroom, by keeping up to date and knowledgeable on the course content as well as sharing my experiences from working in a non-profit and being a part of the community.

My approach to teaching is that I value and appreciate each student as individuals and their interests specific to the course and share aspects of my professional experience to clarify the course content. I emphasize the importance of not just learning the material, but for students to be able to critically analyze what they are learning from their perspective and thus encourage the sharing of their thoughts and ideas.

Epistemological curiosity. The concept of "epistemological curiosity", derived from Freire, a Brazilian educator, emphasizing systematic exploration of knowledge about different levels and segments of society, theorizing about justice issues, and reflecting on ourselves in interaction with others (praxis). This requires developing a climate in the classroom in which we can learn from each other's different perspectives and experiences. We need to be able to share, disagree, clarify what each of us means, and struggle together with concepts none of us understand well at first. These are not just intellectual tasks, but often generate strong emotions, and require us to surface and engage with our values and what may be tacit (not articulated) assumptions. Learning new ways of thinking can be very exciting and empowering, but we may also feel confused, anxious, overwhelmed, and even angry at different points in this process. These emotions usually are markers that you are being challenged and are learning, as long as they do not overwhelm you and we can navigate through them.

**I invite you to consider the following:**

- ❖ There is a difference between being/feeling safe & being/feeling comfortable. Learning through the uncomfortableness is hard, but it can be when the most memorable "aha" moments occur. (Forward Spaces/Brave Spaces)

**Course Conduct**

This class adheres to the following Ground Rules for the Class:

1. Our primary commitment is to learn - from the instructor, from each other, from materials and from our work. We acknowledge differences among us in skills, interests, values, scholarly orientations and experience.
2. We acknowledge that one of the meanings of societal oppression and discrimination is that we have been systematically taught misinformation about our own groups and especially members of devalued groups and populations of color. The same is true for sexism, ageism, sexual orientation and other isms. We are taught misinformation about ourselves and others regarding forms of difference and discrimination and acknowledge that racism, sexism, homophobia and other forms of discrimination exist and are likely to surface from time to time and it is our responsibility to actively address this through dialogue.
3. We acknowledge that our notions of privilege - privilege of ethnicity, religious belief gender, sexual orientation and class - can distort our understanding of individuals, families,

communities, organizations and infrastructure, and can undermine the development of authentic relationships and understanding.

4. We cannot be blamed for the misinformation that we have heard but we will be held responsible for repeating misinformation after we have learned otherwise.
5. We will assume that people are always doing the best they can, both to learn material and to behave in socially just and honest ways.
6. We will actively pursue opportunities to learn about our own groups and those of others, yet will not enter or invade others' privacy when unwanted.
7. When we share information about our groups with other members of the class, no one will devalue, or 'put down' people for their experiences
8. We can have an obligation to actively counter the myths and stereotypes about our own groups and other groups so that we can break down the walls, which prohibit group cooperation and group gain. This means that corrections are welcome and encouraged.
9. We want to create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the person will preface the remarks with a request and the class will agree not to repeat the remarks.
10. As a diverse group of learners, material may be presented or discussed that “triggers” a prior personal and potentially painful, negative, or traumatic memory. While “trigger warnings” will be encouraged during this course, please speak and listen to the instructor and class colleagues under the assumption that there is no ill-intent to harm, “trigger” or purposely offend someone due to certain language, images, or content
11. Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points.

#### THE BBEARG BELONGING STATEMENT

([HTTPS://BRENEBROWN.COM/BBEARG-BELONGING-STATEMENT/](https://brenebrown.com/bbearg-belonging-statement/))

*Our beliefs about Inclusivity, Equity, Diversity, and Belonging*

1. We believe in three values that underpin all of our work, including our commitment to inclusivity, equity, diversity, and belonging. These values are:

**Be brave.** This is powerful work that transforms and challenges people and systems. Creating safe and brave spaces for people to show up and be seen means both skill building around vulnerability, courage, shame, and empathy, and working to dismantle the systems that devalue and dehumanize people.

**Serve the work.** Protect the integrity of the research and protect the wellbeing of those we serve with the work. For all leaders, including facilitators and teachers, this means working within your scope and skill, and doing *your work* before you do *the work* with others.

**Take good care.** Love, grace, accountability, courage, vulnerability, empathy, shame resilience, and the power of story can change the world. As we put these into practice, we must take care of ourselves, each other, this community, and the people we serve.

2. We believe the most effective way to tackle issues of privilege and systemic bias is to name them, talk about them, and take personal and collective responsibility to change them.

3. We believe that doing nothing to address inequality is supporting inequality. There are oppressive systems in place, and our words and actions either support those existing systems or dismantle them.
4. We believe that it is not the job of the people being targeted by prejudice and discrimination to start the dialogue, carry the emotional labor of the conversations, or grant absolution to those who are feeling shame and guilt about the pain being experienced by others.
5. We believe that the greatest casualty of trauma is the emotional, and sometimes physical, safety required to be vulnerable, and that, in addition to violence and neglect, poverty, racism, sexism, ageism, ableism, sizeism, homophobia, transphobia, islamophobia, xenophobia, and other systemic forms of oppression and/or bias are trauma.
6. We believe we must recognize that these systems are pervasive and be mindful that when we ask people to “take off their armor” we may be asking them to do something that is not emotionally or even physically safe in all environments.
7. In reference to the above, we also believe that everyone deserves brave and safe spaces to be vulnerable; therefore, we work to both create brave, safe spaces for individuals and we work to promote social justice. It is another form of injustice to ask generations of people to forego the life-giving experiences that are born of vulnerability until our systems are equitable and just.
8. We acknowledge that these beliefs only have value if they are also reflected in our practice, and we are committed to practicing these beliefs at every level – starting and ending with a personal commitment from Brené.
9. We believe that shame is a tool of oppression and is not an effective social justice tool.
10. We believe that love, grace, accountability, courage, vulnerability, empathy, shame resilience, and the power of story can change the world. That’s what we are committed to teaching, training, and practicing.

**Inclusivity Policy:** Social and economic justice is one of the key themes of social work practice, research, and education. As a social work community, we must encourage each other to critically examine issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we actively *listen* to each other about how our words and actions are affecting one another and the learning environment, knowing the impact is more important than intent. It can be difficult to navigate the dual priorities of supporting authentic free speech and holding active regard for one another being open to diverse perspectives and ideas. I recognize that micro aggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability status, marital status, political affiliation, or any other identities, will be addressed directly. Please bring your best and authentic selves to our classroom space.

**Emotional Content:** Material may be presented or discussed that "triggers" a personal and potential painful or negative memory and may lead to course-related denial, resistance, or overinvestment. We will work closely together as a class to create the space needed inside and outside the classroom to process welcome or unwelcome feelings, memories and experiences. It

would be useful to monitor your own reactions carefully and for us to talk about strong reactions, preferably in class if they, if you deem appropriate. Otherwise, they will interfere with your learning and the dynamics of the classroom. The work we will do for this class is not easy. This means many of us must learn to work through and build a tolerance for discomfort that arises when we challenge ourselves to recognize the ways in which our beliefs, values, in belonging to systems and structures that oppression are reinforced through us. We must also recognize that many of us are already versed in having a high tolerance for the discomfort that occurs as part of the lived experience with the social injustices we will discuss; however, that does not mean that painful feelings do not emerge. We will do our best to keep any level of discomfort productive so we can do the work that is needed. (Diangelo 2018, Blackwell 2018)


**b. Safety and emergency preparedness: (This will not apply during remote teaching)**

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.

Refer to <https://ssw.umich.edu/msw-student-guide/section/1.22.03/70/campus-safety-statement> to read more about the School of Social Work's emergency policies and procedures.

In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

**Be Prepared.** Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the  button (located on the door handle) to lock the door from within the room.

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (room 1748) at 734-936-0961 or via email at [ssw-ADAcompliance@umich.edu](mailto:ssw-ADAcompliance@umich.edu).

**Additional resources:**

- [Report a hate crime or bias-related incident](#)
- [Register for UM Emergency Alerts](https://dpss.umich.edu/content/emergency-preparedness/emergency-alerts/) at <https://dpss.umich.edu/content/emergency-preparedness/emergency-alerts/>
- [View the annual Campus Safety Statement](#)

**c. 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, or <https://caps.umich.edu/>
- **University Health Service (UHS)** at (734) 764-8320, or <https://www.uhs.umich.edu/mentalhealthsvcs>
- **UM Medical Center Psychiatric Emergency Services.** 734- 996-4747; 734-936-5900 (Crisis phone service, 24 hour/7 days); <http://www.psych.med.umich.edu/pes/>
- **UM Sexual Assault Prevention & Awareness Center (SAPAC).** 734-998-9368, 734-936-3333 (Crisis line) ; 800-649-3777 (MRC); <http://www.umich.edu/~sapac/>
- or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources).
- Additional campus health and wellness resources can be found at <https://ssw.umich.edu/student-life/health-safety>

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](#)
- Contact the Health and Wellness Program at [ssw.wellness@umich.edu](mailto:ssw.wellness@umich.edu)

#### **d. Teaching evaluations:**

Students are strongly encouraged to complete teaching evaluations both at mid-semester and at the end of each term. Mid-semester evaluations will be completed using a Google doc survey or posted on canvas to be handed in, in class. This will be summarized and discussed in class for any changes needing to be made for the rest of the semester. End of semester teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous for evaluations, and instructors cannot view the end of semester evaluation reports until after grades are submitted

#### **e. Proper use of names and pronouns**

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns.

[Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.](#)

For more information please refer to the following resources.

SSW Resources

DEI Office: ([diversityequityinclusion@umich.edu](mailto:diversityequityinclusion@umich.edu))

Queer Advocacy Coalition ([qac-leadership@umich.edu](mailto:qac-leadership@umich.edu))

Additional Resources

<https://www.mypronouns.org/what-and-why/>

<https://www.glsen.org/article/pronouns-resource-educator>

If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). Refer to [Spectrum Center's map of gender inclusive restrooms on campus.](#)

**f. Accommodation for students with disabilities**

If you are in need of an accommodation for a disability, please let me know at your earliest convenience at the beginning of the semester so I may adequately address these needs. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities can be found at

<https://ssd.umich.edu/documentation>

Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information and resources, please contact the Services for Students with Disabilities Office at G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045, TEL 734-763-3000, website <http://ssd.umich.edu/>, or Email [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu).

**g. Religious/spiritual observances:**

An overview of the process for students who have conflicts with religious observances:

- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements. The official University of Michigan policy on religious holidays, and a list of possible conflicts with classes, can be found at:

<https://www.provost.umich.edu/calendar/>

**h. Military deployment:**

Information and resources for students called to action while enrolled in school can be found at <http://vets.umich.edu/life-at-michigan/military-deployment/>

**i. Writing Skills and Expectations:**

Strong writing and communication skills are essential to students' academic success and professional career. For assistance writing contact. Below are three resources

- [Excelsior OWL - the Excelsior College Online Writing Lab](#) Provides resources for effective writing, grammar and avoiding plagiarism ([The Writing Process](#), [Research, Citation & Documentation](#), [Rhetorical Styles](#), [Argument & Critical Thinking](#), [Online Writing & Presentations](#), [Grammar Essentials](#), [Avoiding Plagiarism](#), [ESL Writing Online Workshop](#), [Writing Refresher](#))
- The [Writing Coordinator for the School of Social Work](#) to meet with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication. For more information or to schedule an appointment, contact [SSW Writing Assistance](#) and/or [Career Services](#) (Room 1696); (734) 763-6259; [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu))



- Sweetland Writing Center (<http://www.lsa.umich.edu/swc/>). As an “fyi” Sweetland usually wants advanced notice (approx. two weeks before a paper is due) so they can go over edits and so on with you. You also need to schedule an appointment to meet with a writing counselor (734-764-0429) and they’re open from 9-5, Mon-Fri although always check before you go, since they do close occasionally for staff training and so on. They’re located in 1139 Angell Hall and I don’t think they take walk-ins.

**j. Academic Integrity:**

**Plagiarism** – not referencing another’s words or ideas – is a violation of academic integrity, is prohibited in any academic writing at the University of Michigan and will be grounds for failure on an assignment. In addition, papers or journal entries completed for another course are not acceptable and will be assigned 0 points.

**Please refer to your electronic *Student Guide to the Master’s in Social Work Degree Program* <https://ssw.umich.edu/msw-student-guide/section/1.11.01/427/academic-misconduct> for further discussion of plagiarism and procedures for processing alleged infractions and the range of possible sanctions.**

**k. Electronic Devices and Computers in class**

In consideration of your classmates, and due to their disruptive nature, I request that all students turn off all telephones and pagers while you are in my class. This is *your* time and I want you to be able to protect it. I prefer that you receive no messages during class time, however, if you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.

Please use your lab top during class for taking notes. It is not to be used during class to check email or surf the web and doing so is disruptive to learning for both yourself and other students in the class. If you are found doing either during class, you will be asked to stop.