

Course Syllabus

SW 530-004 Introduction to Social Welfare Policy and Services
Fall 2014
Section 004 – Tuesday 2-5
Room 3752 SSWB

Professor: Sandra K. Danziger, Ph.D.
Office: 2710 SSWB or 5104 Weill Hall (Ford School of Public Policy)
Office Hours: Wednesdays 2:30—5:30 @2710 SSWB or by Appointment
Telephone: 764-5254 or 615-4648
Email: sandrakd@umich.edu

I. Course Description:

This course surveys the history of social welfare policy, services, and the social work profession. It explores current social welfare issues in the context of their history and the underlying rationale and values that support different approaches. Emphasis is placed on major fields of social work service such as: income support, health care, mental health, child welfare, corrections, and services to the elderly. Analytic frameworks with regard to social welfare policies and services are presented. These frameworks identify strengths and weaknesses in the current social welfare system with respect to multiculturalism and diversity; social justice and social change; behavioral and social science theory and research; and social work relevant promotion, prevention, treatment, and rehabilitation programs and services in relation to diverse dimensions (including 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).

2. Course Content:

There are four main content areas for the course.

1. The philosophic and practical basis for social welfare provisions, including consideration of the respective roles and relationships of:
 - the individual
 - the family
 - the community, groups, educational settings, churches, and workplaces
 - the nonprofit sector
 - the government at various geographic levels.
2. The history of the social work profession:
 - from the altruistic philanthropist to the development of professional practice
 - the emergence of distinct methods of practice in their historical context
 - the influence of religious values, ethics, and social and political climates on the profession's development
 - the emergence of specific policies and programs within their historical, social and political contexts.
3. A critical analysis of current social welfare policies, and programs, nationally and cross-nationally with attention to:
 - the strengths and weaknesses of various policies and programs
 - evolving population needs
 - the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation issues, and social justice/social change perspectives.
4. Descriptions and analyses using recent social science theory/research knowledge of major areas of social welfare provision and patterns of their delivery, including, but not limited to:
 - services for families, children, adolescents, adults, and the aging (including income support, protective services, health and mental health, corrections and criminal justice, and education) including those targeted toward promotion, prevention, treatment, and rehabilitation
 - community service programs.

3. Course Competencies and Practice Behaviors:

This course addresses the following competencies and practice behaviors:

COMPETENCY 3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

COMPETENCY 4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. 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. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

4.1 recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

COMPETENCY 5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

5.1 understand the forms and mechanisms of oppression and discrimination

5.3 engage in practices that advance social and economic justice.

COMPETENCY 6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

6.2 use research evidence to inform practice.

COMPETENCY 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

8.1 analyze, formulate, and advocate for policies that advance social well-being

COMPETENCY 9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the

context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

4. Course Objectives.

Upon completion of the course, students will be able to:

- A. Describe the historical basis for the current U.S. social welfare system, including the history and role of the social work profession (Practice Behaviors 4.1, 5.1, 9.1).
- B. Describe and critically analyze current social welfare policies, procedures, and programs including the role of behavioral and social science research and theory in their evolution (Practice Behaviors 3.1, 4.1, 5.3, 9.1).
- C. Discuss the strengths and limitations of the current social welfare system in terms of the functions of the provision of basic needs, protection of the vulnerable, prevention, promotion, treatment, rehabilitation, protection of society, and provision of social control. This discussion will incorporate state, national, and cross-national analyses (Practice Behaviors 4.1, 5.1, 6.2, 9.1).
- D. Describe and critically analyze major fields of social welfare service provision from a multicultural perspective, including for example, income security, health and mental health services, child welfare, educational practices, services to the elderly, and corrections (Practice Behaviors 3.1, 4.1, 5.1, 6.2, 8.1, 9.1).
- E. Discuss and critically analyze current debates, trends, and ethical issues in some specific fields of service presented in the course including the implications for social work practice and promoting social justice and social change (Practice Behaviors 4.1, 5.1, 5.3, 6.2, 8.1, 9.1).

5. Course Design:

It is anticipated that the multiple sections of this course will be coordinated and lectures, assignments, readings, class exercises, and examinations will be shared across instructors. Various classroom teaching strategies may be used, including lecture, multimedia presentations, video documentaries, small and large group discussion, and presentations by students and guest lecturers.

5. Relationship of the Course to Four Curricular Themes:

- **Multiculturalism and Diversity.** The course examines how the diverse dimensions (such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) of individuals and groups influence their perspectives of and experiences with social welfare policies and practices. Specific fields of service are critically analyzed from multicultural, historical, and/or cross-national perspectives.
- **Social Justice and Social Change.** The course critically analyzes current trends and ethical issues and their implications for promoting social justice and social change.
- **Promotion, Prevention, Treatment, and Rehabilitation.** The course gives attention to the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation.
- **Behavioral and Social Science Research.** Analytic frameworks drawn from behavioral and social science literature and research are presented for each field of service.

6. Relationship of the Course to Social Work Ethics and Values:

The historical overview in this course includes an analysis of the value base of the profession. Ethical responsibilities of social workers within fields of service will be reviewed. Differences among codes of ethics for several social work professional organizations will also be explored.

7. Intensive Focus Statement 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 intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

8. Textbook, CTools Readings, and Supplementary News Media Recommendations

Required Textbook

Stern, Mark J. (2015). *Engaging Social Welfare: An introduction to policy analysis*. New York: Pearson Education, Inc. ISBN-13: 978-0-205-73067-4

Available locally at:

□ Ulrich's Bookstore
549 East University Avenue
Ann Arbor, MI 48104
books@ulrichs.com

□ Barnes & Noble @ the University of Michigan Bookstore
530 S. State Street, Michigan Union basement, south side of building
Ann Arbor, MI 48109
tm743@bncollege.com

A few copies of the book are also on reserve for SW 530 (all section) in Askwith Media Room, 2nd floor, Shapiro Undergraduate Library.

Additional Required Readings: Available through the course CTools site (SW 530 004 F14) in the Resources section of CTools, organized by each class session #, as shown in syllabus.

Students are required to read the textbook and CTools readings prior to each week's discussion. The wider the review of the materials each student has prepared, the richer the class discussion can be.

Important, Supplementary Media

1. The best way to keep current on policy issues is to regularly read a major newspaper, such as the New York Times (www.nytimes.com) or The Washington Post (www.washingtonpost.com). The Wall Street Journal, although focused on business issues, often has very good feature articles on domestic policy. As with all newspapers, one should be careful to distinguish between the news reports and the editorial commentary.
 - a. The NYT also offers a student discount rate on student subscriptions to hard copy editions.
2. News reports and feature shows (such as on MSNBC, CNN or ABC Nightline) are another source of information about current policy issues. The PBS News Hour on Public Television is an excellent source of more in-depth discussion of ongoing and emerging policy issues.

Additional Recommended Media

- Local Newspapers (Ann Arbor, Detroit);
- CNN News and Policy discussions;
- "All Things Considered" and/or "Morning Edition" on National Public Radio. This can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7).
- Evening Network News - (CBS, ABC, NBC).
- On line news magazines such as *The Atlantic Monthly*, *Time*, *the Economist*, *U.S. News & World Report*, *The New Republic*

9. Assignments and Grading

A) Hot Topics Assignment – see handout and on CTools

1. Historical Context Paper, Part I Due October 21
2. Policy Memo Paper, Part II Due November 25
3. Reference List and Annotated Bibliography Due December 2

B) **Final Take-home Exam** - The final is a take-home exam in essay question format. The exam will be short answer essays, covering material in readings and emphasized in class lectures, handouts and discussion. It will review material from the whole semester and there will be choices in which essays you answer. Distributed December 2nd. Due date: **Friday, December 12 by noon. HARD COPIES ONLY.** The final exam is worth **25%** of the final grade.

Student attendance is expected at every class session, and attendance will be taken. Students are responsible for securing lecture notes and handouts when circumstances require them to be absent. More than two unexcused absences will result in the lowering of your grade.¹

I hope that all students will work with me to create and foster a learning environment that promotes professional socialization, respectfulness, and broadens our mutual awareness of human differences and diversity. Students will be encouraged in this class to examine how the structure of our current social welfare systems evolved from and may still reflect biases and negative beliefs about certain populations. Questioning and disagreeing are all part of the learning process, and I would encourage all students to engage in these activities with thoughtfulness and respect.

Ample opportunities will be given for students to participate, including short, in-class exercises and break-out group discussion sessions.

Summary of Due Dates, Grade percentages

Hot topics review	Readings all term	NA
Historical context paper	October 21 in class	25%
Policy memo paper	November 25 in class	30%
References & annotated bibliography	December 2 in class	5%
Final essay exam	December 12 Friday Noon	25%
Class attendance & voice	Throughout the term	15%

¹ I recognize that illness and other unforeseen emergencies may arise over the course of the term. Please contact me as soon as possible if you are ill or encounter an issue that would lead you to miss class. In the event of severe weather, I will try to make arrangements for an alternative forum for class (e.g., via Ctools or Google).

Grades

The criteria for each grade are as follows:

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

Four Notes on Grading:

1. Class attendance and class participation are considered essential for this course. Therefore you are expected to attend, to be prepared, and to make reasonable contributions to enhance the class discussion. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to be in class.
2. I grade all papers anonymously. Put only your student identification number on your submitted work. After I have read and graded all the papers and exams, I will determine which paper belongs to whom.
3. It is best not to assume you will receive an “A” in this course. The instructor grades on a relative, not absolute, grading scale. Since virtually all of you were “A” students as undergraduates there will be a natural and necessary redistribution at the graduate level.
4. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments not on nebulous references to “fairness.” The instructor reserves the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted up or down.

General Expectations for Written Work

Written work will be evaluated in relation to how well it addresses the topic and the clarity of presentation. It is important to follow assignment instructions carefully and to read and re-read work before turning it in. If possible, you should have someone who is unfamiliar with your subject read your paper before you submit it. Ask them to read for clarity of your writing, if you

omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful, but not as reliable as a human reader.

Students are expected to avoid “language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. (*Health and Social Work*, 11:3, Summer 1986.)

Writing Assistance

Sweetland Writing Center

One of the benefits of being a student at the University of Michigan is the range and depth of resources to which you have access. The Sweetland Writing Center is one such resource. Graduate students are eligible for seven sessions per semester. For help with your paper, please free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar mistakes, and craft effective prose. SWC is located at 1310 North Quad (corner of W. Washington and State St.) You can register with them on line and schedule an appointment: Website: <http://www.lsa.umich.edu/sweetland/>

School of Social Work Career Services

Tutoring and writing assistance for social work courses is also available at the School of Social Work Career Services Office located in 1696 SSWB. To schedule an appointment, email the office staff at ssw-cso@umich.edu

Another resource is the English Language Institute: <http://www.lsa.umich.edu/eli>

Plagiarism

Representing someone else’s words, statements, ideas or works as one’s own without proper acknowledgement or citation – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School’s policies on academic and professional conduct:

<http://ssw.umich.edu/studentGuide/2012/page.html?section=12&volume=1>

Another helpful resource can be found at:

<http://www.lib.umich.edu/academic-integrity/resources-students>

Note that using Web resources increases the risk of “accidental plagiarism.” Do not let that happen.

Students with Disabilities

The School of Social Work has policies and services to provide equitable educational opportunities for students with documented disabilities in all programs and activities. Students with disabilities who require academic adjustments are encouraged to contact their instructors at the beginning of the semester to discuss their specific needs.

To find out more about services, register for services, or volunteer as a reader, note taker, or tutor, contact the University's Services for Students with Disabilities, G664 Haven Hall, Ann Arbor, MI 48109-1045, [734-763-3000](tel:734-763-3000). Hours are 8 a.m. to 5 p.m. Monday through Friday. Students with disabilities may also contact **Nyshourn Price**, LMSW (ndp@umich.edu) or Lauren Davis, LMSW (laurdavi@umich.edu) at the School of Social Work, [734-936-0961](tel:734-936-0961).

Health and wellness services

Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School's Health and Wellness Advocates, Lauren Davis or **Nyshourn Price**, listed above.

10. Schedule of Class Sessions & Assignments

SEPTEMBER 2 (SESSION 1)

Course overview, assignments, grading, expectations etc.

SEPTEMBER 9 (SESSION 2):

How is social work connected to social welfare policy and history? What is social welfare? How do we define social justice?

Text Reading:

- Stein, Preface & chapter 1 (pp. xv-22)

C TOOLS READING:

- Reisch, M. (2002). "Defining social justice in a socially unjust world." Families in Society: Journal of Contemporary Human Services, 83 (4). Pp. 343-354.
- Somers, M. & Block, F. (2005). "From poverty to perversity: Ideas, markets, and institutions over 200 years of welfare debate." American Sociological Review, 70, (2), pp. 260-287.
- United States Constitution: <http://www.gpo.gov/fdsys/pkg/GPO-CONAN-1992/pdf/GPO-CONAN-1992-6.pdf>
- Amendments to the Constitution: <http://www.gpo.gov/fdsys/pkg/GPO-CONAN-1992/pdf/GPO-CONAN-1992-7.pdf>

SEPTEMBER 16 (SESSION 3):

Federal Budget: Expenditures and receipts. Federal deficit, surplus and the balancing act. Funding priorities. The role of the tax code in social welfare (redistribution of wealth, incentives). State Tax System: similarities and differences.

Text Reading:

- Stein Chapters 1 & 2 (through p. 5253-72)

C TOOLS READING:

- Staller, K. M. (2014). "Federal and state budget basics for social workers: Social welfare impact and social justice implications." In Michael Reisch (Ed). Social policy and social justice. Thousand Oaks: Sage, pp. 215-236.
- Testimony of John B. Taylor to the House Committee on Financial Services: <http://financialservices.house.gov/media/pdf/012611jtaylor.pdf>
- Testimony of Jared Bernstein to the House Committee on Financial Services: <http://www.cbpp.org/cms/?fa=view&id=4108>

SEPTEMBER 23 (SESSION 4):

Social welfare in historical context – From the poorhouse to Progressive eras

TEXT READING:

- Stein Chapter 3 (pp. 53-72)

CTools Reading:

- Abramovitz, M. (1996). "Women and the Poor Laws in Colonial America," in Regulating the Lives of Women, 2nd edition, Boston: South End Press, pp. 75-105.
- Rabinowitz, H.N. (1974). "From Exclusion to Segregation: Health and Welfare Services for Southern Blacks, 1865-1890," Social Service Review 84(3): 327-354.
- Trattner, W. I. (1999). "The Settlement House Movement" (Ch. 8). In From Poor Law to Welfare State, 6th Edition: A History of Social Welfare Policy. New York: Free Press, pp. 163-191.
- Sammons Rodems, E., Shaefer, H.L., & Ybarra, M. (2011). "The Children's Bureau and the passage of the Sheppard-Towner Act of 1921: early social work macro practice in action." Families in Society, pp. 358-363.

SEPTEMBER 30 (SESSION 5):

HISTORICAL CONTEXT CONTINUED: THE NEW DEAL AND GREAT SOCIETY ERAS

CTools Reading:

- Betten, N. & Mohl, R.A. (1986). "From Discrimination to Repatriation: Mexican Life in Gary, Indiana, During the Great Depression," in Raymond A. Mohl and Neil Betten, Steel City: Urban and Ethnic Patterns in Gary, Indiana, 1906-1950, New York: Holmes & Meier, pp. 124-142
- Longmore, P.K. & Goldberger, D. (December 2000). "The League of the Physically Handicapped and the Great Depression," The Journal of American History 87(3): 888-922.
- Harrington, M. (1962). "The Invisible Land," in The Other America: Poverty in the United States.
- Morris, A. (1984). "Birmingham: a planned exercise in mass disruption," in The Origins of the Civil Rights Movement. New York: Free Press, pp. 229-274.
- Trattner, W. I. (1999). "Depression and a New Deal" (Chap. 13) and "From World War to Great Society" (Chap. 14). In From Poor Law to Welfare State, 6th Edition: A History of Social Welfare Policy. New York: Free Press, pp. 273-336.

OCTOBER 7 (SESSION 6):

EVOLVING SOCIAL WELFARE: POVERTY AND INEQUALITY

Text Reading:

- Stern Chapter 4 (pp. 73-94)

CTools Reading:

- Danziger, S. (2007). "Fighting poverty revisited: What did researchers know 40 years ago? What do we know today?" Focus, 25 (1), 3-11.
- Rector, R., & Sheffield, R. (2011). "Understanding Poverty in the United States: Surprising Facts About America's Poor". Heritage Foundation
- Shaefer, H.L., & Edin, K. (2013). "Rising extreme poverty in the United States and the response of means-tested transfers." Social Service Review, 87, 250-268.

- Thompson, Derek. (2012). "A Giant Statistical Round-Up of the Income Inequality Crisis in 16 Charts." *Atlantic Monthly*.
<http://www.theatlantic.com/business/archive/2012/12/a-giant-statistical-round-up-of-the-income-inequality-crisis-in-16-charts/266074/>

OCTOBER 14 FALL BREAK, NO CLASS

OCTOBER 21 (SESSION 7):

WORK AND WELFARE: CURRENT SOCIAL POLICY DILEMMAS

****Assignment: Historical Context Paper due October 21 HARD COPY PLEASE ****

Text Reading:

- Stern, Chapter 8 (pp. 177- 204)

CTools Reading:

- Danziger, S. K. (2010). "The decline of cash welfare & implications for social policy & poverty." *Annual Review of Sociology* 36, pp. 523-545.
- Amato, P.R. and R. Maynard (2007). "Decreasing Nonmarital Births and Strengthening Marriage to Reduce Poverty." *Future of Children* 17.
http://futureofchildren.org/futureofchildren/publications/journals/journal_details/index.xml?journalid=33
- Lambert, S. (2008). "Passing the buck: Labor flexibility practices that transfer risk onto hourly workers." *Human Relations* 61, pp. 1203-1227

OCTOBER 28 (SESSION 8):

BASIC NEEDS AND SOCIAL POLICIES AND PRACTICES

Text Reading:

- Stern, Chapters 5-6 (pp. 95-151)

CTools Reading:

- Walker, R., Keane, C., & Burke, J. (2010). Disparities and access to healthy food in the United States: A review of food deserts literature. *Health and Place*, 16, 876-884.

- Manzo, L, R. Kleit, D. Couch. (2008). Moving Three Times Is Like Having Your House on Fire Once”: The Experience of Place and Impending Displacement among Public Housing Residents. Urban Studies, 45, pp. 855-1878.

NOVEMBER 4 (SESSION 9):
HEALTH AND MENTAL HEALTH SERVICES AND POLICIES

Text Reading:

- Stern, Chapter 7 (pp. 152-176)

CTools Reading:

- Kaiser Family Foundation, Summary of Affordable Care Act <http://kff.org/health-reform/fact-sheet/summary-of-the-affordable-care-act/>
- Mechanic, D., & Grob, G.N. (2011). “Social policy and the American mental health system of care.” In: Cohen, N., & Galea, S. (Eds.) Population Mental Health: Evidence, policy, and public health practice. London: Routledge.
- Frank, R., Beronio, K., & Glied, S. (2014). “Behavioral health parity and the Affordable Care Act.” Journal of Social Work in Disability & Rehabilitation, 13, 31-43.
- Andrews, C. (2014). “Unintended consequences: Medicaid expansion and racial inequality in access to health insurance.” Health Social Work, 39, 131-133.

NOVEMBER 11 (SESSION 10):
SOCIAL PROVISION FOR OLDER AMERICANS

Text Reading:

- Stern, Chapter 10 (pp.231-254)

CTools Reading:

- Wacker, R.R., & Roberto, K.A. (2014). “On the threshold of a new era (Ch.1) and Legislative foundations for programs, services, and benefits supporting older adults (Ch.2). In: Community Resources for Older Adults. Los Angeles, Sage, pp. 2-35.
- Hudson, R., & Gonyea, J. (2012) “Baby boomers and the shifting political construction of Old Age.” The Gerontologist, 52, 272-282.

NOVEMBER 18 (SESSION 11):
CHILD POLICES AND SERVICES

Text Reading

- Stern, Chapter 11 (pp. 255-285)

CTools Reading:

- McGowan, B. G. (2005). "Historical evolution of child welfare services." In Mallon G.P. & Hess P.M. (eds.) Child Welfare for the 21st Century. NY: Columbia U. Press, pp. 10-46.
- Staller, K. M.(2010) " Children's rights, family rights: Whose human rights?" International Review of Qualitative Research
- Boots, S. W., Macomber, J. & Danziger, A. (2008). "Family Security: Supporting Parents' Employment and Child Development." Washington, D.C.: The Urban Institute.

NOVEMBER 25 (SESSION 12):
FUTURE SOCIAL JUSTICE CHALLENGES

****ASSIGNMENT: Policy Memo paper due November 25 HARD COPY PLEASE ****

Text Reading

- Stern, Chapter 9 (pp. 205-320)

CTools Reading

- Killian, M.L. (2010). "The political is personal: Relationship recognition policies in the United States and their impact on services for LGBT people." Journal of Gay & Lesbian Social Services, 22: 9-21
- Karger, H. & Rose, S. R. (2010). "Revisiting the Americans with Disabilities Act after two decades." Journal of Social Work in Disability & Rehabilitation, 9:2-3, 73-86
- New York Times op-ed series "Rethinking Affirmative Action."
- Williams, A., Ryan, J.R., Davis-Kean, P., McLoyd, V.C. & Schulenberg, J. (forthcoming). "The discontinuity of offending among African-American youth in the juvenile justice system."

DECEMBER 2 (SESSION 13):

SOCIAL WORK AND SOCIAL WELFARE POLICY GOING FORWARD

Text Reading

- Stern, chapter 12 (pp. 286-302)

****ASSIGNMENTS: Hot Topic Reference List and Annotated Bibliography due December 2
HARD COPY PLEASE; Final Exam Essays Distributed ****

DECEMBER 9 (SESSION 14):

LAST DAY OF CLASS: REVIEW, SUMMARY

****ASSIGNMENT: Final Exams DUE Friday DECEMBER 12 by Noon. Drop it off under my
door, 2710 SSWB; HARD COPY PLEASE) ****

UM Classes end for the term on December 10