

Course Syllabus

SW 530 Introduction to Social Welfare Policy and Services

Fall 2017

Sections 003 and 005

Tuesday 9am-12pm / 2pm-5pm

Professor: Kristin Seefeldt
Office: 2726 SSWB
Office Hours: By Appointment
Telephone: 615-2113
Email: kseef@umich.edu

1. 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 maintenance, 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 relations to the 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 maintenance, protective services, health and mental health, corrections and criminal justice, and education) including those targeted toward promotion, prevention, treatment, and rehabilitation; and, 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:

1. 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)
2. 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)
3. 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)

4. Describe and critically analyze major fields of social welfare service provision from a multicultural perspective, including but not limited to 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)

5. Discuss and critically analyze current debates, trends, and ethical issues in each specific field 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.

Theme Relation to Multiculturalism & 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.

Theme Relation to Social Justice:

The course critically analyzes current trends and ethical issues and their implications for promoting social justice and social change.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:

The course gives attention to the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation.

Theme Relation to Behavioral and Social Science Research:

Analytic frameworks drawn from behavioral and social science literature and research are presented for each field of service.

Relationship to SW 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.

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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. Required Books, Canvas 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
610 Church Street
Ann Arbor, MI 48104
<http://www.bkstr.com/ulrichsstore/home>
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

Several copies of the book are also on reserve for SW 530 in Shapiro Library. You may wish to purchase the book elsewhere for a cheaper price, rent the textbook, or share with another student who is taking the course (although careful planning will be needed if you choose the last option).

Required Book

Edin, Kathryn and H. Luke Shaefer. (2015). *Two Dollars a Day: Living on Almost Nothing in America*. New York: Houghton Mifflin Harcourt.

Additional Required Readings:

All other readings available through the course Canvas site (SW 530 003 F17 and SW 530 005 F17) in the Files section of Canvas by each class session as listed in the syllabus.

With the exception of the first week, students are required to read the textbook and all of the Canvas readings prior to each week's class. Due to the evolving nature of social policy

issues, topics and readings for sessions 12 and 23 (November 28 and December 5) will be determined later in the course.

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, and it's also accessible (with a day delay) through the library.
 - b. Articles in the WaPo can be freely accessed, and this paper covers the Congressional issues with great detail.
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).

9. Assignments and Grading

- A) **Hot Topics** – See separate handout. Various due dates. 15% of final grade.
- B) **Policy Paper, Part I (historical paper)**- separate handout forthcoming, due October 24th. 20% of final grade.
- C) **Policy Paper, Part II**- separate handout forthcoming, due November 28th. 30% of final grade.
- D) **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 6th. Due date: **Friday, December 15th by 5:00 PM**. The final exam is worth 35% 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 one unexcused absence 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 through short, in-class exercises.

Summary of Due Dates

Hot Topics	September 26; November 7; December 12
Policy Paper, I	October 24
Policy Paper, II	November 28
Final exam	December 15

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.

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 Canvas or Google).

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. If you want me to read drafts I generally am able to do so, but know that you may give up anonymity.
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. If I read and give feedback on a paper draft you should also not assume that following my suggestions will result in an “A.”
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

Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the **U-M SSW Career Services office**. Students may schedule an appointment and bring a draft of their paper (at any stage). Email Betsy Williams at betsywil@umich.edu or call [734-763-6259](tel:734-763-6259). You can find helpful resources linked from ssw.umich.edu/writing-help

In addition, the Sweetland Writing Center (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. For help with your paper, please feel free to consult them for writing support. They can help you

develop your argument, improve your paper organization, correct grammar, and craft effective prose. You can register with them on line and schedule an appointment: Website: <http://www.lsa.umich.edu/sweetland/>

Finally, 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. If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential.

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) at the School of Social Work, [734-936-0961](tel:734-936-0961) or Mary Eldridge (hedgem@umich.edu) in the Office Field Instruction for further information.

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, Nyshourn Price, listed above.

Additionally, the School has a dedicated counselor from UM Counseling and Psychological Services (CAPS). Students can contact Megan Shaughnessy-Mogill directly at mshaughm@umich.edu or 734-763-7894.

Safety & Emergency Preparedness

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

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

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.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcpliance@umich.edu.

Office of Student Services
School of Social Work | Room 1748
[734-936-0961](tel:734-936-0961)

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

Communications Regarding the Course

Students should feel free to email the instructor whenever questions arise. I check my email very frequently and strive to reply promptly, and if I'm going to be away I will let you know in advance. Email is the means of electronic communication at the University, so I do expect you to check your email regularly as well.

I will periodically post announcements on Canvas, but I will always send an email to alert the class of the announcement. Because I do not always have access to Canvas, please only send emails to me; don't use the message function in Canvas.

I don't have formal office hours. I've found that if I set particular hours, at least half of the class will be unavailable during that time. So please make an appointment, either in person or over email. I'm more than happy to meet with each one of you when you have questions, concerns, or just want to talk, and I will do my very best to be as flexible as possible with my schedule.

Schedule of Class Sessions & Assignments

September 5 (Session 1)

Course overview, assignments, grading, expectations etc. What is social policy? What is social welfare? Why should social workers care about social welfare policy and history? Definitions of poverty, inequality, and other related terms. In-class exercise on allocation.

September 12 (Session 2):

The Constitution and what it says about rights and justice. 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.

Hot Topic Group Assignments Made

Text Reading

- Stern, Preface & chapters 1-2: (pp. xv-52) (also posted in Canvas)

Canvas Readings

- United States Constitution
 - Amendments to the Constitution
 - 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.
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September 19: (Session 3)

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

Policy Paper Assignment Handed Out

Text Reading:

- Stern Chapter 3 (pp. 53-72)

Canvas Readings:

- 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.
- Reisch, M. (2017). U.S. Social Policy and Social Welfare: A Historical Overview. **Read pages 53-72**
- Rabinowitz, H.N. (1974). "From Exclusion to Segregation: Health and Welfare Services for Southern Blacks, 1865-1890," *Social Service Review* 84(3): 327-354.

- 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.
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September 26 (Session 4):

Historical Context: The Great Depression and the New Deal

Hot Topics Assignment #1 Due and Group Discussion

Canvas Readings:

- Trattner, W. (1999). “Depression and a New Deal,” in From Poor Law to Welfare State: A History of Social Welfare in America. New York: The Free Press.
 - Reisch, M. (2017). U.S. Social Policy and Social Welfare: A Historical Overview. **Read pages 72-79.**
 - 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.
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October 3 (Session 5):

Historical Context: The Post-war Period through the Great Society

Canvas Readings

- Trattner, W. (1999). “From World War to Great Society,” in From Poor Law to Welfare State: A History of Social Welfare in America. New York: The Free Press.
 - Reisch, M. (2017). U.S. Social Policy and Social Welfare: A Historical Overview. **Read pages 79-84.**
 - Watch the Video “Given a Chance” on Canvas Media Gallery.
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October 10 (Session 6)

Poverty, Inequality, and the Changing Labor Market

Film: Inequality for All

Text Reading:

- Stern Chapter 4 (pp. 73-94)

Canvas Readings:

- Rector, Robert and Rachel Sheffield. (2011). "Understanding Poverty in the United States: Surprising Facts About America's Poor." Heritage Foundation
 - Cassidy, J. (2014) "Picketty's Inequality Story in Six Charts." The New Yorker
 - Pew Research Center (2015) "The Many Ways to Measure Economic Inequality"
 - Lambert, S. (2008). "Passing the buck: Labor flexibility practices that transfer risk onto hourly workers." Human Relations 61, pp. 1203-1227.
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October 17: No Class, Fall break

October 24 (Session 7):

Work, Welfare, and Family: Current Policy Dilemmas

Policy Paper, Part 1 due

Text Reading:

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

Canvas Readings:

- Danziger, S. K. (2010). "The decline of cash welfare & implications for social policy & poverty." Annual Review of Sociology 36, pp. 523-545.
- Seefeldt, K.S. (2016). "Abandoned by the Safety Net."

Other Reading

- Edin, Kathryn and H. Luke Shaefer. (2015). *Two Dollars a Day: Living on Almost Nothing in America*. New York: Houghton Mifflin Harcourt. **READ INTRODUCTION THROUGH CHAPTER 3**
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October 31 (Session 8):

Meeting Basic Needs through Policy and Practice

Text Reading:

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

Other Reading:

- Edin, Kathryn and H. Luke Shaefer. (2015). *Two Dollars a Day: Living on Almost Nothing in America*. New York: Houghton Mifflin Harcourt. **REVIEW INTRODUCTION THROUGH CHAPTER 3 AND FINISH THE REST OF THE BOOK**
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November 7 (Session 9):

Special Session on Elections, Voting, Gerrymandering, and Related Topics

Hot Topics Assignment #2 Due

Canvas Readings:

- Rutenberg, J. (2015). "A Dream Undone." The New York Times Magazine.
 - "This is Actually What America Would Look Like without Gerrymandering." Washington Post
https://www.washingtonpost.com/news/wonk/wp/2016/01/13/this-is-actually-what-america-would-look-like-without-gerrymandering/?utm_term=.bc42884fa9d7
 - Other readings to be assigned closer to the session
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November 14 (Session 10):

Health and Mental Health Services and Policy; Social Policy for Older Americans

Text Reading:

- Stern, Chapter 7 (pp. 152-176) and Chapter 10 (pp.231-254)

Canvas Readings:

- Kaiser Family Foundation, Summary of Affordable Care Act (**SKIM**)
 - Andrews, C. (2014). "Unintended Consequences: Medicaid Expansion and Racial Inequality in Access to Health Insurance." Health Social Work 39 (3): 131-133.
 - Kurzweil, Rachel. (2014). "Justice is What Love Looks Like in Public: How the Affordable Care Act Falls Short on Transgender Health Care Access." Washington and Lee Journal of Civil Rights and Social Justice. 21:1.
 - McNamara, T. & Williamson, J. (2014). "Ageism's many forms: Institutional, unintended, and reverse." In The New Politics of Old Age Policy (3rd. Ed.), Chapter 13 (pp. 254-270). Baltimore, MD: Johns Hopkins University Press.
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November 21 (Session 11):

Polices and Services for Children

Text Reading

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

Canvas Readings:

- Staller, K. M. (2010) "Children's rights, family rights: Whose human rights?" International Review of Qualitative Research
 - Lepore, J. (2016) "Baby Doe" The New Yorker ** PLEASE NOTE THAT THIS ARTICLE CONTAINS DESCRIPTIONS OF CHILD ABUSE**
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November 28 (Session 12):

Ongoing Social Justice Challenges, Part I

Policy Paper, Part II Due

Text Reading

- Stern, Chapter 9 (pp. 205-230)

Canvas Reading

- Topics and Readings to be determined
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December 5 (Session 13):

Ongoing Social Justice Challenges, Part II

Final Exams will be distributed

Canvas Readings:

- Topic and Readings to be determined
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December 12 (Session 14):

Summary, Social Welfare Policy Analysis & Advocacy for Social Work; Presentations

Reminder, Final Exams due 12/15 by 5pm