Winter 2018
SW 829 (No. 31788): Framing Economic Inequality to Guide Proactive Research and Practice
(There may well be more readings added in the course of the semester.)

Instructors

<table>
<thead>
<tr>
<th>Laura Lein</th>
<th>Trina Shanks</th>
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<tr>
<td><a href="https://ssw.umich.edu/faculty/profiles/tenure-track/leinl">https://ssw.umich.edu/faculty/profiles/tenure-track/leinl</a></td>
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Course Details
Winter, 2018, Thursday, 2-5
Room Number: SW 1794

Course Description
This doctoral seminar will engage us in a study of economic inequality in the United States. More specifically, it will explore: (1) definitions and theories of economic inequality, (2) social science evidence related to the presence of extreme inequality in the United States, (3) implications of extreme inequality for individual, community and national well-being, and (4) evidence-driven proposals for addressing economic inequality, as well as the potential pros and cons of such proposals. Extreme economic inequality is one of twelve grand challenges identified by the Academy for Social Work and Social Welfare. It is related to each of the other grand challenges, and in many ways is a central challenge to the social work endeavor.

Course Content
Our work will include a range of readings from social work and from social science, including work from anthropology, economics, political science, psychology, and sociology, as well as other disciplines. We will examine definitions and theories that have emerged from the social sciences and guided policy. We will explore research that supports, refutes, or expands upon such theoretical approaches.

We will also examine policy and practice briefs that provide proposals for future actions, accounts of social experiments, evaluation of such trials, and their relationship to the theories and research which we have explored. Such ideas might include a guaranteed minimum income, a universal child allowance, transformation of asset-building resources, and state-supported health and human services. Our readings will include some foundational work on poverty theory and policy, descriptions of research and practice, drawing on a range of approaches, and some accounts of the excitement and frustrations of dealing with contradictory approaches and
findings. In the course of this work we will explore the ways in which theories inform popular beliefs about policy and practice.

Our seminar will host frequent guest speakers who are active in this area and represent a range of approaches and discoveries. Seminar participants will also have the opportunity to examine their own research areas in the context of work on economic inequality. Students will write frequent brief analytic pieces reflecting readings, discussion, and the intersections with their own work. They will participate in class and in the interactive web site that will be established for the class. They will make brief in-class presentations as assigned related to their analyses. There will be a final paper synthesizing what they have learned throughout the semester and drawing implications for a future research agenda.

Course Objectives
1. Describe, critique and use theories related to the understanding, prediction and consequences of economic inequality and poverty.

2. Understand the differences between the concepts of poverty and of economic inequality, and the ramifications of each.

3. Understand, critique and apply different approaches to the study of both poverty and inequality.

4. Understand, critique and apply diverse theoretical approaches to poverty, in the context of their historical antecedents.

   Social Darwinism and the more recent Culture of Poverty
   The Scientific Charity Movement and the use and misuse of Psychology
   Marxism, Socialism, and the Trade Union Movement: Work, Capital and Poverty
   Cognitive Dissonance and the Creation of Social Policy
   Hegemony, Social Constructionism and the Uses of Social Policy
   Intersectionality and Extreme Poverty
   Human Capital Theory, Education, and Asset Development

5. Explore the implications of poverty and inequality and evaluate proposed solutions.

Teaching Methods
The activities of this course will include lecture, class participation, in-class group exercises and presentations, guest lectures by researchers, written responses to readings, and a final paper related to the intersection of the course content with your own research interests.

Required Readings
Most readings will be available through the course Canvas Site. They include readings from a variety of social work and social science sources. In addition to listing in the course calendar, full citations are available in the course bibliography. Assigned books are available in the University Library system, and the instructors will also have copies of most books available for loan.
Course Requirements
Class Attendance and Participation (20%)
Participants are required to attend all class sessions, having done the reading beforehand and to actively engage with the course material. Given that there are different ways in which students feel comfortable engaging with the course, the expectation for participation is quite broad. This can include: contributing to in class discussion either during the session or by sending the instructors thoughts/comments/questions about the readings to be brought up during class discussion beforehand, meeting with the instructors during office hours etc.
A couple of comments regarding class discussion: Keeping the discussion friendly and scholarly relies on each of us to be open to mutual critique and support in an atmosphere of trust and appreciation for diversity and disagreement. It also requires that we all take responsibility both for sharing, and for seeing that others have the opportunity to share. Also, discussion of practice and research experience needs to be mindful of the confidentiality of participants and clients.

Reading Responses (50%)
You will be required to submit 10 brief reading responses throughout the term. Each reading response will be worth 5% of your final grade. Reading responses will be approximately 1 page (300-400 words) in length double-spaced. In your response papers you should engage specifically with the course readings and illustrate your thoughts/comments/questions about the issues that they raise.

More specifically, Each Reading Response will pick one of that week’s readings and write a brief essay that answers the following questions:
1. What are the main points of the reading?
2. How persuasive is the support for these points?
3. What questions to you have for the author and for our class?

Reading responses are due by noon the day before the class session for which the readings are assigned. Please submit your responses electronically through our course web site.
Each week, time allowing, one or two of you will be asked to lead discussion of one of the readings, based on your reading response.

Final Paper Description (30%)
The purpose of the final paper is to develop your research interests in relation to the material we have discussed concerning economic inequality. Please outline ideas for your future work, and explore how ideas of wealth and income inequality and related theories can inform and add to your work. The final assignment will be 10-15 pages double spaced (excluding references). This assignment is due Monday after the last class day (April 16). Students will present these projects the last day of class.

You will also be required to submit a proposal for your final paper by February 22. The purpose of the proposal is for the instructors to provide feedback on your ideas for the final assignment and will not be graded. This proposal should be no more than a one page double
spaced (excluding references). You should also include a short list of preliminary resources outside of the course syllabus. Please submit the final paper proposal and the final paper itself through the Canvas web site.
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<th>COURSE CALENDAR</th>
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<td>WEEK</td>
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| 1 Jan. 4 | * Introductions  
* Brief Overview of Faculty Research  
* Review of Syllabus and Course Structure  
* Competing Theories of Poverty and Historical Antecedents  
* Inequality Vs. Poverty: What they are and how to measure them  
* Introductions to the Grand Challenges |  |
| 2 Jan. 11 | * Grand Challenge: Reducing Extreme Economic Inequality  
*Russell Sage Foundation. “Economic Inequality and Social Mobility”.  
(https://www.russellsage.org/sites/default/files/RSIssuebriefs_0.pdf)  
*A Abramovitz, Mimi. “Everyone is Still on Welfare.”  
*Diversity, Oppression and Change (Part 1)  
* Oscar Lewis. “Culture of Poverty.”  
*Stack, Carol. All Our Kin.  
http://eblackcu.net/portal/archive/files/carol_b_stack_1976_09acc15494.pdf | *Themes of Course:  
Poverty vs. Inequality  
Policy and Inequality  
*Key Social Theories:  
Social Darwinism  
Culture of Poverty  
Marxism  
Human Capital Theory  
Political Economy  
Constructionism | Responses to Readings #1 |
| 3 Jan. 18 | * Video of Hyisheem Calier  
https://www.youtube.com/watch?v=1O1tgKhxTqw | *Gentrification and Inequality  
Speaker: Hyisheem Calier (invited) | Responses to Reading #2 |
| 4 Jan. 25 | *Edin, Kathryn and Laura Lein  
http://pages.ucsd.edu/~aronatas/Edin_Lein_PS.pdf  
* Diversity, Oppression and Change (Part 2) | *Income and Inequality  
*Household Incomes  
*American no-win poverty | Response to Reading #3 |
5 Feb. 1

Speaker: Luke Shaefer (confirmed, 2:00)

*Near-Destitution Poverty in the United States
The Poorest of the Poor
Displaced People
Beggars in the United States

Response to Reading #4

6 Feb. 8

Wealth Inequity

Response to Reading #5

7 Feb. 15

Youth Employment and Youth Poverty
Vonnie McLoyd (invited)

Response to Reading #6
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Presenter (confirmed)</th>
<th>Notes</th>
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<tr>
<td>9</td>
<td>[[Readings will be provided by John Doering-White a few weeks before the class.]]</td>
<td>John Doering-White (confirmed)</td>
<td>Response to Reading #7</td>
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<tr>
<td>Date</td>
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<td>Presenter</td>
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<tr>
<td>Mar. 15</td>
<td>[Readings to be determined]</td>
<td>Edie Kieffer (confirmed)</td>
<td>Response to Reading #8</td>
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<tr>
<td>Apr. 5</td>
<td>[Readings to be added several weeks before this class.]</td>
<td>Promising Experiments in the US</td>
<td>XXX</td>
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<td>Apr. 12</td>
<td>XX</td>
<td>Class Presentations</td>
<td>Final Analysis Paper</td>
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Course Bibliography


Alexander, Michelle. Videos are listed in the course calendar.

Calier, Hyisheem
https://www.youtube.com/watch?v=1O1tgKhxTqw


http://pages.ucsd.edu/~aronatas/Edin_Lein_PS.pdf

https://books.google.com/books?id=wLlbCgAAQBAJ&printsec=frontcover&source=gbs_Ve...nepage&q&qf=false


https://www.russellsage.org/sites/default/files/jargowsky_chapter1_pdf_0.pdf

https://tcf.org/content/report/architecture-of-segregation/


Lewis, Oscar. 1966. The Culture of Poverty. *Scientific American.* (Reading Three on Website)

Marsiglia, Flavio Francisco and Stephen Kulis. 2015. *Diversity, Oppression & Change.* Oxford University Press. (Readings One and Two on Website)

http://journals.sagepub.com/doi/pdf/10.5153/sro.1099

Prosperity Now (2017). The Road to Zero Wealth  

http://journals.sagepub.com/doi/abs/10.1177/0003122412447793


Russell Sage Foundation. 2016. What We Know About Economic Inequality and Social Mobility in the United States.  
https://www.russellsage.org/sites/default/files/RSFissuebriefs_0.pdf


Stack, Carol. 1974. All Our Kin  

U.S. Chamber of Commerce report:  


**Important Student Resources**

**Add/Drop Period:**
Students may drop/add via Wolverine Access any time after they initially register up until the drop/add deadline. Any time students make a change to their original registration, it is their responsibility to notify their advisor of these changes. Once the drop/add deadline is past, students must obtain the signature of the course instructor, their faculty advisor and then the SSW Registrar on a drop/add form, and then they will need to take the form to 1207 LSA building for processing as Web registration will not be possible beyond the drop/add deadline. It is the student’s responsibility to register for the appropriate courses to fulfill the M.S.W. degree requirements.

**Incompletes (“I”):**
Students must finish incomplete coursework within two semesters of enrollment in the class in which they received their initial incomplete. Please see the current Student Guide. 

*I: (Incomplete)* is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course or field work approved by the instructor/liaison. An "I" may also be issued when a student fails to submit required field paperwork by the published deadline. Any "I" grade remaining on a student's record more than two terms after the conclusion of the term in which the grade was awarded reverts to a permanent incomplete, and credit can be earned only by retaking the course. This limit includes the Spring/Summer term and applies regardless of the student's subsequent enrollment. However, if at the time the instructor agreed to the "I", an earlier date of submission and/or completion of final work was agreed upon, then this date takes precedent over the two-term policy. A change in grade will not be accepted after two terms for any reason other than clerical error. Any exceptions to this policy must be approved by the Associate Dean for Educational Programs.

*Note:* A grade of "I" stays on a student's academic record permanently. Even if the student makes up the course or field work according to the guidelines stated above, the grade for the course will appear on the academic record as, for example, IB+ or IS. If the “I” is not made up in the approved time frame the grade is changed to an IPL (Incomplete Permanent Lapse) and is final.

**Academic Difficulty Procedure:**
When a student fails to maintain good academic standing, she/he is automatically placed on probation. Failing to maintain good academic standing is defined as:

- Having less than a B average
- Having accumulated 9 credit hours of incomplete grades
- Having a grade of U in Field Instruction
- Having a grade of marginal in Foundation Field Instruction (515) or Advanced Field Instruction (691).

A student is initially informed of automatic academic probation via a letter which informs the student of his/her responsibility to develop an academic plan with her/his academic advisor. For
more information on academic difficulty and the procedures involved, please see the 2015-2016 Student Guide.

Services for Students with Disabilities:
The University's Services for Students with Disabilities (SSWD) provides assistance regarding academic, economic, social, and recreational activities to students who have documented disabilities. For more information, please visit their website at http://www.umich.edu/~sswd/ or the SSWD Faculty Handbook at http://ssd.umich.edu/files/ssd/SSD_Faculty_Handbook.pdf.

Academic Conduct and Integrity:
Please visit the Student Code of Academic and Professional Conduct at http://ssw.umich.edu/studentguide/2012/page.html?section=12&volume=1 in the current Student Guide to the Master's in Social Work Degree Program for a discussion of student responsibilities for academic conduct and integrity. Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation.

Special note about Plagiarism:
All students are expected to submit their own original work. The presentation of another’s words or ideas as your own, without giving credit to the source is regarded as plagiarism. Plagiarism is the same as lying and stealing. Any work that is submitted in this class and found to contain portions that are plagiarized will receive a ZERO. All work submitted may be subject to submission to plagiarism detecting software. Policies governing plagiarism can be found in the latest Student Guide. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is students’ responsibility to become familiar with the information presented at http://www.lib.umich.edu/academic-integrity/resources-students. Another helpful resource is http://guides.lib.umich.edu/content.php?pid=43469&sid=338261. It would be useful to discuss these issues with students in your classes to help prevent occurrences.

Plagiarism
Plagiarism is representing someone else’s ideas, words, statements or works as one’s own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to:

- Using or otherwise taking credit for someone else’s work or ideas.
- Using the language of another without full and proper quotation or source citation.
- Implicitly presenting the appropriated words or ideas of another as one’s own.
- Using Internet source material, in whole or in part, without careful and specific reference to the source.
- Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
- Self-plagiarism, this is, reusing one’s own work without acknowledgment that the text has previously appeared in other work.

Writing Help and Tutoring for Students:
Currently, Career Services is in the process of developing a writing assistance program for students who need remedial writing services. Graduate Student Assistants will be available to meet with students individually to help with writing problems. Tutoring in specific SSW courses is also available on a case-by-case basis. Please contact Michelle Woods at micwoods@umich.edu for details.
Advisors and instructors can also refer students to the Sweetland Writing Center, located at 1310 North Quad, 105 South State Street. Sweetland offers writing workshops, which are one-on-one meetings with Writing Workshop Faculty. They also offer services for non-native English speakers. For more
information about Sweetland, please visit http://www.lsa.umich.edu/sweetland/, email them at sweetlandinfo@umich.edu, or call them at (734) 764-0429.

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-ADAcompliance@umich.edu.
Office of Student Services
School of Social Work | Room 1748
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/
Report a hate crime or bias-related incident at: https://expectrespect.umich.edu/topic/report-incident

**Please note this syllabus serves as an agreement between the professor and the student, but is subject to change. However, the professor will make every attempt to give ample notification to students.**