A. 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).

1. 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
• community service programs.

2 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

3. 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).

4. 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. Curricular themes Relationship of the Course to Four Curricular Themes:

1. 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.


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

4. 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.

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.

B. Class Requirements

1. Required Textbook, Book, & Media
   - Required Media. The best way to keep current on policy issues is to regularly read, watch and/or listen to legitimate sources of news coverage. Be careful to distinguish between news reports and editorial commentary or opinion pieces. Recommended media sources include:
     - National/International news: Newspapers. The New York Times (NYT) (www.nytimes.com), The Washington Post (www.washingtonpost.com), The Los Angeles Times, The Wall Street Journal, National Review, The Weekly Standard. etc. The Wall Street Journal, although focused on business issues, often has very good feature articles on domestic policy. All of these newspapers are available free to students if you log onto the university library website. Note, as discussed in class, my final exam questions will be drawn primarily from articles from the NYT, Ann Arbor news, and other local publications.
     - National/International news. The NewsHour, National Public Radio, MSNBC, CNN, ABC Nightline, BBC, Al Jazeera, etc. The NewsHour is online at www.Pbs.org/newshour/ and has extensive links to additional material. National Public Radio is also readily available online. This can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7) or online.

2. Additional Required and Recommended Readings:
   - All other readings available through the course Canvas site (SW 530 001 FA 2018) 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 some topics and readings for sessions will be determined later in the course.
Preface and Chapters 1-3 are in Canvas. I am the process of trying to get chapter 4 in Canvas.
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

3. Class schedule
(subject to change based on class needs)

<table>
<thead>
<tr>
<th>Session #</th>
<th>Date</th>
<th>Topic</th>
<th>*Required Readings and Class Activities</th>
<th>Assignment Due Dates</th>
</tr>
</thead>
</table>
| 1         | Sept 4   | Introduction: Social Welfare Policies and Services                    | • Welcome/Introductions  
• Syllabus Review and expectations  
• Assignment Guidelines  
• What is Social Policy / Social Welfare?  
• Why Do We Care about Welfare Policy and History?  
• Definitions  
• You-Tube Video – Race, equality, equity  
• Netflix – Explained – Racial Wealth Gap  
• Allocation In-Class Assignment/Discussion |                      |
| 2         | Sept 11  | The US Constitution: Historical Legacies and Government Structure Frameworks | • The United States Constitution and Amendments  
• Stern, Preface & Ch 1  
• You-Tube- All 27 Amendments (in four minutes) |                      |
| 3         | Sept 18  | Politics and Economics                                                 | • Stern, Ch 2  
• How a Bill Becomes a Law (You0Tube)  
• Federal Anti Poverty Programs Today |                      |
<table>
<thead>
<tr>
<th>Date</th>
<th>Oct 2</th>
<th>The Great Depression and the New Historical Context: The Great Society Era and the Expansion of the Welfare State Deal</th>
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<tr>
<td></td>
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<td>• Media Social Security Act</td>
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<td>• Game SSA <a href="http://socialsecuritygame.actuary.org">http://socialsecuritygame.actuary.org</a></td>
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<tr>
<td></td>
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<td>• Viewing: “Harry Hopkins at FDR’s Side”</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Oct 9</th>
<th>EVOLVING SOCIAL WELFARE: POVERTY AND CIVIL RIGHT’S ACTIVISM</th>
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<tr>
<td></td>
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<td>• Stern, ch 4</td>
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<td></td>
<td>• Historic Speeches of the 1960’s- In class activity</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Assignments</td>
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<td>Oct 16</td>
<td>Fall Study Break – Whew Take a Breather</td>
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<td>7</td>
<td>Oct 23</td>
<td><strong>Poverty, Inequality, and the Changing Labor Market</strong></td>
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<tr>
<td>8</td>
<td>Oct 30</td>
<td><strong>Meeting Basic Needs through Policy and Practice</strong></td>
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<td>- TANF Activity</td>
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<td>9</td>
<td>Nov 6</td>
<td><strong>Election Day</strong></td>
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<td>- Out of Town on Line Assignment – Election Week</td>
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<td>- Go Vote</td>
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<td>Everyone should have an entry by 11:59 pm 11/6/18</td>
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</tbody>
</table>
• Research your residence and determine who the GOP and Senate seats are on your ballot
  o What is their policy platform?
  o What are your views?
• Does your residence practice Gerrymandering?
• Be Prepared to discuss new or modified policies from your ballot on canvas.

<table>
<thead>
<tr>
<th>10</th>
<th>Nov 13</th>
<th>Health and Mental Health Services and Polices</th>
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<tr>
<td></td>
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<td>Discussion: Affordable Care Act vs. Trump’s Health-Care Order (Vox)</td>
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<tr>
<th>11</th>
<th>Nov 20</th>
<th>Policies and Services for Children National Adoption Month</th>
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<tr>
<td></td>
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<td>CHILD AND FAMILY SERVICES REVIEWS: How Judges, Court Administrators and Attorney’s should be involved.</td>
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<td>YouTube – Family Preservation Services (Jennifer Dickson)</td>
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<td>You- Tube – From Lansing with Love – Foster Care and Adoption</td>
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<td>Policy Memo Hard Copy in Class</td>
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<td></td>
<td>Nov 27</td>
<td>Social Justice Challenges going Forward</td>
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<td>Student Teach on a topic of their choice which they feel is a Social Justice Challenge</td>
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<td>Suggested resources:</td>
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<td>o Media: 13th – Netflix Original, 2016</td>
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<tr>
<td></td>
<td></td>
<td>o Killian, Mary Lou (2010). The politics is personal: Relationship recognition policies in the United States and their impact on services for LGBT People. Journal of Gay &amp; Lesbian Social Services, 229-</td>
</tr>
</tbody>
</table>

Read, Share, Synthesize and Teach: These readings are not in Canvas. They are suggested readings for you.
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 if I set particular hours, as 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.

4. Assignments at a Glance

a. Read, Share, Synthesize, and Teach (graded). Instructions will be handed out
separately. Due dates: October 23rd and November 27th. Each one is worth 15% of
your final grade.

b. Hot Topic Papers (2 papers graded). See separate handout for assignment
instructions.

1. Optional: Preliminary Plan – due Sept 25th (ungraded)
2. Historical Debates Paper – due October 30th in class. (20% of final grade, letter grade).
3. Policy Memo – due November 20th in class. (20% of final grade, letter grade).

c. Final Take-home Exam (graded). - The final take-home exam is in essay question
format. Questions will be inspired by current news accounts from The New York Times
and other news sources. The exam is NOT a current events quiz but rather will involve
placing current events in political and/or historical context in light of material covered,
(and emphasized), in class and/or in reading assignments. It is comprehensive. Final
Distributed in class on Dec 4th - Due: Tuesday, December 11th by 5:00pm on line via canvas and via email. The final exam is worth 30% of the final grade.

<table>
<thead>
<tr>
<th>Assignment Task</th>
<th>Due Date</th>
<th>Grade Percentage</th>
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<tbody>
<tr>
<td>Preliminary Plan Hot Topic</td>
<td>Sept 25</td>
<td>Ungraded</td>
</tr>
<tr>
<td>Read, Share, Synthesize and Teach</td>
<td>Oct. 23</td>
<td>15%</td>
</tr>
<tr>
<td>Historical Debate Paper</td>
<td>Oct. 30</td>
<td>20%</td>
</tr>
<tr>
<td>Policy Memo</td>
<td>Nov. 20</td>
<td>20%</td>
</tr>
<tr>
<td>Read, Share, Synthesize and Teach</td>
<td>Nov. 27</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam Distribution</td>
<td>Dec. 11 by 5:00 PM</td>
<td>30%</td>
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</table>

5. Attendance and class participation

Student attendance is expected. Students are responsible for securing lecture notes and handouts when circumstances prevent attendance. While I understand that absences may sometimes occur, an excessive number of absences will result in lowering your final grade. Please contact me if personal matters or illness are interfering with regular class attendance.

The criteria for each grade are as follows:

A range Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A+, A, and A- is based on the degree to which 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 essential for this course. Therefore; you are expected to attend, to be prepared, and to make reasonable contributions. Most of the
final exam questions will be drawn from lectures and discussions. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to attend a class.

2. I grade all papers anonymously. Put only your student identification number on your submitted work. I will attach names after grading.

3. It is best not to assume you will receive an “A” in this course. I grade 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 (or mathematical errors) not on nebulous references to “fairness.” I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.

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. Please edit your work. If possible have someone proof read for you. Spell checkers and grammar checkers are useful, but not as reliable as a human reader. Please note I do grade on the quality of the writing. Clear writing is generally aligned with clear thinking.

C. Course Policies and Student Resources

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include

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/.
Mental health and well being The University of Michigan is committed to advancing the mental health and well being of all 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
- The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
- **University Health Service** (UHS) at (734) 764-8320
- **Additional campus health and wellness resources**
  - 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

**Teaching evaluations:** Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

**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.

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

**Accommodations for students with disabilities:** If you are in need of any accommodations, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here. Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

**For more information, contact:**

**Services for Students with Disabilities**
G-664 Haven Hall
505 South State St.
Religious/spiritual observances: The University of Michigan, as an institution, does not observe religious holidays, however it has long been the University’s policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Please click here to find out more about student expectations around conflicts between the academic and religious calendars, as well as a non-exhaustive list of religious holidays.

Military deployment: Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.

Writing skills and expectations: Strong writing and communication skills are essential to students’ academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting 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.

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. 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

For more information or to schedule an appointment, contact:

SSW Writing Assistance  
Career Services (Room 1696)  
1080 S University Ave.  
Phone: (734) 763-6259  
Email: ssw-cso@umich.edu

APA formatting:
Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.

**Academic integrity and plagiarism:** Plagiarism is prohibited in any academic writing at the University of Michigan. More information on academic integrity policies can be found in the MSW Student Guide.

**Classroom Environment.** 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.

craft effective prose. You can register with them on line and schedule an appointment: Website: [http://www.lsa.umich.edu/sweetland](http://www.lsa.umich.edu/sweetland)/Finally, another resource is the English Language Institute: [http://www.lsa.umich.edu/eli](http://www.lsa.umich.edu/eli)