

Course Syllabus

SW 530 Introduction to Social Welfare Policy and Services

Fall 2018

Sections 003 and 006

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

Professor: Kristin Seefeldt she/her/hers
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.

1. 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.

2. 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.

3. Readings, Media, and Supplementary News Recommendations

Required Readings and Media

Most of the readings for this course will be on the course Canvas site (*SW 530 003 F18 and SW 530 006 F18*) in the Files section of Canvas by each class session as listed in the syllabus. If powerpoints are used during the class, the slides will be filed with the relevant course session readings (e.g., “session 3 readings”).

We will also be using my book, *Abandoned Families: Social Isolation in the 21st Century*, for several class sessions. While you are more than welcome to purchase a copy through Amazon, Barnes and Noble, Russell Sage (the publisher), or some other outlet, an electronic copy of the book is available through the UM library. This is the least expensive option- it's free!

****Important notes about assigned readings and media****

1. With the exception of the first week, students are required to complete the readings and view any assigned media prior to each week's class.
2. Please always consult the syllabus to make sure you have completed all the readings and viewings; chapters from the book and videos you may be asked to view will not be in the Canvas folder.
3. 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.
4. The readings reflect a diverse array of perspectives, including historical perspectives. Due to the age of some documents, language used may not be current. You may find some ideas expressed in certain readings to be controversial and not reflective of social work values. However, these ideas are part of the current political discourse in the United States, and as social workers, you need to be aware of these positions so that you are able to be a better advocate.

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. A limited number of articles per month in the Washington Post 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

You have three assignments linked to a debate around a particular policy issue and a cumulative final exam. A separate handout details the first set of assignments. The final is a take-home exam consisting of short answers 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. The exam will be distributed on December 4.

Assignments and Due Dates

Historical Debate Paper	25% of grade	October 9
Analysis of Briefs	25% of grade	November 6
Revised Policy Brief	25% of grade	December 4 or December 11
Final exam	25% of grade	December 14 by 5pm

Learning takes place when you can engage with the material, and part of that engagement occurs in discussions with each other. Missing class deprives you of this opportunity and also affects your colleagues when they are not able to learn from you. Student attendance is therefore 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 still reflects 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.

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.

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).

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-ADAAcompliance@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/>.

Religious Observances: Although the University of Michigan, as an institution, does not observe religious holidays, 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. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. **Such notice must be given by the drop/add deadline of the given term.** Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the provost.

http://www.provost.umich.edu/calendar/religious_holidays.html

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 4 (Session 1) Introduction

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? In-class exercise on allocation.

September 11 (Session 2): Understanding the Foundations of Government

We will look at the U.S. Constitution as an historical document and a living document. What does the “historic” Constitution say about inclusion and exclusion? Examining the roots of structural racism and oppression. How does the “living” Constitution relate to social welfare policy? How was political power structured? We will consider government structure (federal, state, local), hierarchical nature of policy (statutes, regulations, rules, etc) and different types of policy (Constitutional, judicial, legislative, executive). Pay attention to federalism, the enumerated powers clauses and reserve powers amendment, the general welfare clause, voting rights amendments, and the roots (and legacy) of structural racism.

In class activity: Using the UM library

Canvas Readings

1. United States Constitution
 2. Amendments to the Constitution
 3. Michael Reisch (2002). Defining social justice in a socially unjust world. *Families in Society: Journal of Contemporary Human Services*, 83 (4). Pp. 343-354.
-

September 18: (Session 3) U.S. Federal Budget and Income Taxes

In this session we'll explore and demystify the federal budget and income taxes. Both are integral for promoting social justice, providing social services, and tackling (or not) inequality. Yet, particularly in recent years, both are the source of political fights and public disgruntlement. We'll also look at state and local budgets and place the U.S. in a comparative context.

Canvas Readings

1. 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.
2. Urban Institute. (undated). “State and Local Expenditures.” Washington, D.C.: The Urban Institute. (Also available at <https://www.urban.org/policy-centers/cross-center-initiatives/state-local-finance-initiative/projects/state-and-local-backgrounders/state-and-local-expenditures> for hyperlinks)
3. York, Erica. (2018). “The Benefits of Cutting the Corporate Income Tax.” Washington, D.C.: The Tax Foundation.

September 25 (Session 4): Social welfare in historical context I

Where do our current conceptions of deservingness come from? Who should be responsible for providing assistance? These notions evolve over time, although certain themes remain constant. We begin exploring these and related questions by examining social welfare “service delivery” from the poorhouse through the Progressive era and the various state and federal policies that shaped and still maintain inequality. The end of this time period also marks the beginnings the social work as a profession.

Canvas Readings:

1. 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.
2. Reisch, M. (2017). U.S. Social Policy and Social Welfare: A Historical Overview. **Read pages 53-72**
3. Shanks, Trina. 2000. “The Homestead Act: A Major Asset-building Policy in American History.” Center for Social Development working paper.

Multi media:

4. Watch “The ‘Indian Problem’”- Smithsonian Institute
<https://www.youtube.com/watch?v=if-BOZgWZPE>

October 2 (Session 5): Social welfare in historical context II

The Great Depression of the 1930s marked the largest economic catastrophe in U.S. history. But from that event came the establishment of the welfare state, as well as various programs intended to provide immediate relief from the Depression. Yet even with the expansion of the welfare state, certain groups continued to be excluded

Canvas Readings:

1. 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.
2. Reisch, M. (2017). U.S. Social Policy and Social Welfare: A Historical Overview. **Read pages 72-79.**
3. The Social Security Act (preamble through Title IV of original act)

October 9 (Session 6): The Intersection of Immigration and Social Welfare: Historical Roots and Contemporary Debates

Debates about immigration and related policies provide an exemplary case to bridge history with current day events. How has the U.S. responded to new arrivals? How has and does that response vary by race, ethnicity, and country of origin? In what ways do current debates reflect long-standing biases and prejudices?

Historical Context Paper due

Canvas Readings

1. 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
 2. Chinn, Stuart. (2017). "Trump and Chinese Exclusion: Contemporary Parallels with Legislative Debates over the Chinese Exclusion Act of 1882." *Tennessee Law Review* 84(3) 682-730. (Focus on the main article and not the footnotes)
 3. Blitzer, Jonathan. (2018). "In Rural Tennessee, A Big ICE Raid Makes Some Conservative Voters Rethink Trump's Immigration Agenda." *The New Yorker*.
-

October 16: No Class, Fall break

October 23 (Session 7) Poverty and Inequality- Measuring and "Fighting"

Poverty is a concept that is widely discussed but its meaning and how to address it is hotly contested. In this session we'll look at various ways to conceptualize poverty and its causes as well as a closely related concept- income inequality. This session will also highlight the U.S.'s War on Poverty, a concerted set of policies and services to ameliorate poverty. Did we win this war?

Canvas Readings:

- Matthews, Dylan. 2014. "Everything You Need to Know about the War on Poverty." *Washington Post*.
- Rector, Robert and Rachel Sheffield. (2011). "Understanding Poverty in the United States: Surprising Facts About America's Poor." Heritage Foundation
- Center for Poverty Research. "What are the Major Federal Safety Net Programs in the U.S.?" (also available at <https://poverty.ucdavis.edu/article/war-poverty-and-todays-safety-net-0> with hyperlinks)
- Cassidy, J. (2014) "Picketty's Inequality Story in Six Charts." *The New Yorker*
- Pew Research Center (2015) "The Many Ways to Measure Economic Inequality"

Multi-media

- Watch (or listen) to Johnson's Commencement Speech to the University of Michigan <https://www.youtube.com/watch?v=x4QcIVM80aQ> (audio of full speech)
<https://www.youtube.com/watch?v=uqSRM8VoGtA> (audio and video from Alumni Association- lower quality)
-

October 30 (Session 8): Anti-Poverty Policies- Employment and Education

Work and education have historically been and currently are the two approaches that U.S. policy has embraced as a way for individuals to stay out of poverty and even get ahead economically. What are the benefits and drawbacks of these approaches? What are some current policy proposals in this arena (minimum wage increases, job guarantees, free college)?

1. Seefeldt, Kristin S. (2016). *Abandoned Families*. New York: The Russell Sage Foundation. Chapters 3 and 4 (skim chapters 1 and 2)

Canvas Readings:

2. Paul, Mark, William Darity, and Darrick Hamilton. 2018. "The Federal Jobs Guarantee," Center for Budget and Policy Priorities.
-

November 6 (Session 9): Special Session on the Election

We'll use this session to discuss issues relevant to the mid-term elections taking place this day and to examine current issues related to voting in the U.S. and elsewhere.

Analysis of Briefs due

Canvas Readings:

1. Rutenberg, J. (2015). "A Dream Undone." *The New York Times Magazine*.
 2. Other readings TBD
-

November 13 (Session 10): The Safety Net Today- Contraction of the Welfare State

If the 1935 Social Security Act marked the expansion of the U.S. welfare state, the 1996 Personal Responsibility and Work Opportunity moved the country away from guarantees of benefits and toward state and local responsibility and discretion in providing assistance. What are some of the ramifications? And in what ways has the public assistance always been difficult to navigate?

1. *Abandoned Families*, Chapter 5

Canvas Readings:

2. Edin, Kathryn and H. Luke Shaefer. (2015). "Welfare is Dead," in *Two Dollars a Day: Living on Almost Nothing in America*. New York: Houghton Mifflin.
-

November 20 (Session 11): Housing, Wealth, and the Wealth Gap

Slavery, Jim Crow, and financial and housing policies have all established and continue to maintain large racial wealth disparities. Why does this matter, and what can be done?

1. *Abandoned Families*, Chapter 6

Canvas Readings:

2. Elliott, William. 2018. "An Asset Building Agenda for the 21st Century."
 3. Coates, "The Case for Reparations"
-

November 27 (Session 12) The Complex Welfare State: Health Care as a Case Study

The U.S. is the only highly industrialized country that does not provide universal health insurance to its citizen. How did that come to be, and how does that relate to other themes we have explored during the semester (e.g., federalism, “deservingness,” racial discrimination, othering of immigrants and LGBTQIA+ individuals, etc).

Canvas Readings:

- Michener, Jamila. 2018. “Federalism, Health Care, and Inequality.” In *Fragmented Democracy: Medicaid, Federalism, and Unequal Politics*. New York: Cambridge University Press.
- 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.

December 4 (Session 13): The Ongoing Struggle for Equality and Civil Rights

Revised written Policy Brief due*
Presentations of Policy Briefs*

Canvas Readings:

1. Perone, Angie (2015). “Much more work after marriage equality decision.” Livonia, MI: Pride Source
2. Oswin, Natalie. (2014). “On Normal Life: An Interview with Dean Spade” *Society and Space*. (online journal)
3. Taylor, Keeanga-Yamahtta. 2016. “The Double Standard of Justice.” In *From #BlackLivesMatter to Black Liberation*. Chicago: Haymarket Press.

December 11 (Session 14): Wrapping it up

Presentations of Policy Briefs*

Reminder, Final Exams due