**Course Syllabus**

**SW 530 Introductions to Social Welfare Policy and Services**  
**Section 011  Fall 2018**  
**Wednesday 9:00-12:00  Room: SSWB 3629**

**Instructor:**  Heather Knauer, M.S.P.H, Ph.D.  
**Office:**  4685 Social Work Building  
**Office Hours:**  Wednesdays 4-5pm; By appointment  
**Office Phone:**  (734) 763- 7935 (please do not leave voicemail)  
**Email:**  hknauer@umich.edu

**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).

**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.

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

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).

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.

Relationship of the Course to Four Curricular Themes:

- Multiculturalism and Diversity. The course examines how the diverse dimensions (such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) of individuals and groups influence their perspectives of and experiences with social
welfare policies and practices. Specific fields of service are critically analyzed from multicultural, historical, and/or cross-national perspectives.

- Social Justice and Social Change. The course critically analyzes current trends and ethical issues and their implications for promoting social justice and social change.
- Promotion, Prevention, Treatment, and Rehabilitation. The course gives attention to the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation.
- Behavioral and Social Science Research. Analytic frameworks drawn from behavioral and social science literature and research are presented for each field of service.

**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.

**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.

**Required Reading**

- **Canvas reading resources.** All required reading will be available on Canvas under the “files” tab, alphabetized by the last name of the first author.
- **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. 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.
  - Local News (Detroit Free Press; Michigan, Ann Arbor) Mlive.com [http://www.mlive.com/#/0](http://www.mlive.com/#/0)

**Recommended (but not required) Textbooks**

WRITTEN ASSIGNMENTS AND GRADING

1) **Midterm Election assignments** (graded). Various in-class and homework assignments. Instructions will be handed out separately. Due dates are one week after distributed. 20% of your final grade.

2) **Topical Papers** (2 papers graded). **See separate handout for assignment instructions.**
   
   a. Optional: Preliminary Plan – due Sept 26th (ungraded)
   b. Historical Debates Paper – due Oct 24th in class. (20% of final grade, letter grade).
   c. Policy Memo – due November 21st in class. (20% of final grade, letter grade).

3) **Final Take-home Exam** (graded). - The final take-home exam is in essay question format. It is comprehensive exam, and will be short answer essays. **Final Distributed in class on Dec 5th - Due: Wednesday, December 12th by 5:00pm.** The final exam is worth 40% of the final grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Election</td>
<td>Various, 1 week</td>
<td>30%</td>
</tr>
<tr>
<td>Preliminary Plan</td>
<td>September 26th</td>
<td>(ungraded)</td>
</tr>
<tr>
<td>Historical Paper</td>
<td>October 24th</td>
<td>20%</td>
</tr>
<tr>
<td>Policy Memo</td>
<td>November 21st</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam distributed</td>
<td>Dec 5th</td>
<td>December 12th; 5:00pm 30%</td>
</tr>
</tbody>
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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. Students are expected to attend, to be prepared, and to make reasonable contributions to class discussions. It is your responsibility to get notes from one of your classmates if you are unable to attend a class. 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.

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.

**Academic Misconduct:** Please acquaint yourself with University of Michigan, UM School of Social Work, and NASW policies on scholarly integrity. All academic dishonesty, including cheating, plagiarism, fabrication, and misrepresentation, will be treated seriously. You will find a discussion of plagiarism in the Student Guide to the Master's in Social Work Degree Program online. Plagiarism—presenting another’s *words or ideas* as your own—is a serious violation of academic integrity and will be grounds for failure of the course and other disciplinary action as described under the School’s policies on academic and professional conduct (see: http://www.ssw.umich.edu/studentguide Volume 1 Section 12.02). Note that using Web resources increases the risk of “accidental plagiarism.” Do not let that happen. Another useful resource is located at: http://www.lib.umich.edu/academic-integrity/resources-students.

**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.

**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. 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

**Special Accommodations and volunteering to aid:** 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. 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 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 Advocate Nyshourn Price-Reed, listed above.

University of Michigan is committed to advancing the mental health and wellbeing of its 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 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

Additionally, the School has an embedded CAPS counselor, Megan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the well-being of social work students 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>.

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

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/.
SCHEDULE OF CLASSES & ASSIGNMENTS

September 5
Introduction: Social Welfare Policies and Services

Course overview, assignments, grading and expectations. Why should social workers care about social welfare policy and history? What is social welfare policy? Who “deserves” help? What is “fair” and “just”?


September 12
U.S. Constitution: Historical Legacies and Government Structure Frameworks

To some extent the U.S. Constitution provides the ultimate structure from which all U.S. policies and government structures are organized. 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), hierarchal 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.

Documentary: The Indian Problem”- Smithsonian Institute

Required Reading:
- United States Constitution

September 19
Budgetary Structures: Paying for a ‘Just’ Society or Not?

“Yes! ‘Someone’ should do something about it!” But who is that “someone” and who should pay for it? What do federal, state, and local budgets say about who pays for what? How do budgets reflect funding priorities and policies? In this session we will 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.

Required Reading:
Foundations of the Welfare State:
Historical Context

Where did our attitudes about helping others come from? Are they stable or dynamic over time? Who bears
the responsibility for what kind of help? Family, neighbors, communities, religious institutions, employers,
city governments, state or federal governments? 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 of social work as a
profession.

Comparison of Race, Class, Gender in Settlements
Documentary: Women of Hull House
Documentary: Heart of Bassett Place

Required Reading:
• Abramovitz, M/ (1996). “Women and the Poor Laws in Colonial America” in Regulating the Lives of
  and Social Justice: Meeting the challenges of the diverse society. 3rd Edition Cognella Publishers. (up
to Civil War section)
• Trattner, W. (1994, 1999). The settlement house movement (Ch 8) in “From Poor Law to Welfare
  9-46.
  111-144.
  for Social Development working paper.

Creation of the Welfare State and
Structural Exclusion

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.

Documentary: At FDR's Side. Harry Hopkins

Required Reading:
• The Social Security Act (preamble through Title IV of original act)
October 10
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?

Documentary: PBS Latino Americans

Required Reading:

October 17
Poverty and Economic Inequality

Poverty is a concept that is widely discussed but its meaning and how to address it is hotly contested. In this session, we will look at various ways to conceptualize poverty and its causes as well as a closely related concept- income inequality.

Required Reading:
- Pew Research Center (2015) The Many Ways to Measure Economic Inequality
October 24
Expansion of the Welfare State: Poverty and Inequality and The ‘War on Poverty’ and Civil Rights Activism

The relative affluence of post-WW II America in the 1950s was challenged in the 1960s with the *discovery of poverty* and *civil rights activism*, launching a number of social justice movements. We will look at the discovery of poverty in a land of plenty and the dramatic expansion of the welfare state. The "Other America" included special populations of poor (urban, rural, working poor, children, women, persons of color, elderly), leading to President Johnson's declaration of a *War on Poverty* and promoting the promise of a Great Society, rebuilding the United States and promoting community (focusing on four areas: civil rights, poverty, international peace, and a great society).

Documentary: Given a Chance

**Required Reading:**
- 1960 Speeches Document Reading (folder on Canvas)
- Read, Listen or Watch: Johnson’s Commencement Speech to the University of Michigan. https://www.youtube.com/watch?v=x4Qc1VM80a0 (audio of full speech) https://www.youtube.com/watch?v=uqSRM8VoGiA (audio and video)

October 31
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_?

**Required Reading:**

November 7
Special Session on the Election

We will use this session to discuss the issues of the mid-term election, the results of the election, and their implications.

**Required Reading:**
- Other readings TBD.
November 14
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 act 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?

Documentary: Inequality for All

Required Reading:
- Abandoned Families, Chapter 5
- Edin & Shafer (2015) Welfare is Dead. (Chapter 1) In $2.00 a Day: Living on Almost Nothing in America.

November 21
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?

Required Reading:
- Abandoned Families, Chapter 6
- Coates, “The Case for Reparations”

November 28
Complex Welfare State:
Health Care as Case Example

The U.S. is the only highly industrialized country that does not provide universal health insurance to its citizens. How did that come to be, and how does that related to other themes we have explored during the semester (e.g., public vs private responsibility, federalism, “deservingness”, racial discrimination, othering of immigrants, and LGBTQIA+ individuals). Pulling together all of the threads of the semester we will look at the Affordable Care Act, Republican efforts to “Repeal and Replace” it and current GOP introduction of “work requirements.” We will look at the historical context leading up to the ACA enactment, its implementation, the legal challenges which have ensued since its enactment (involving federal and state courts) and its current status including introduction of work requirements in a number of states.

Required Reading:
- Kaiser Family Foundation, Summary of Affordable Care Act (Skim).
- Kaiser (Family Foundation) Tracking (Waivers) Section 1332 Innovation Waivers by state (July 2018 fact sheet)

**December 5**

**The Ongoing Struggle for Equality and Civil Rights**

**Course Review and Final Exam**

We will do a "course review" immediately before final exam is distributed. Students are encouraged to ask any question about course material that they desire. The final exam will be distributed in class.

**Required Reading:**


**FINAL EXAMS DUE:**

**Wed December 12th by 5:00pm at my office**

Have a great break!!